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ABSTRACT

One paper in a collection of working papers in the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study includes and explains a survey designed to assess the major factors affecting access and persistence of all students in Arizona's three public universities as perceived by the Students. A randomly selected sample of students in the major ethnic groups at each university was used. Data are grouped by ethnicity and by institution. Some of the major findings are as follows: the largest class of students are seniors, and the majority of students are single; the weakest skill area for all groups is mathematics; the majority of students live with both natural parents until age 18; the most frequently cited college of attendance prior to the present university is a community college; only a few students participate in campus activities; almost three-fourths of the students, regardless of ethnicity and university, sought aid from the office of financial aid; among ethnic groups, Blacks are most likely to have an academic advisor for program assistance and Asians are least likely; one-fourth of the respondents use career placement services; and, with regard to popularity with members of the opposite sex, Native Americans and Asians are the least comfortable and Blacks and Hispanics have the most friends. Eleven appendices provide statistics on general characteristics, high school preparation, home environment, education prior to entering the university, campus activities, financial aid, campus support (academic and social), financial aid, personal attention, and self-concept. (SM)

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SURVEY OF FACTORS OF STUDENT ACCESS AND PERSISTENCE IN THE ARIZONA UNIVERSITIES

AUGUSTUS S. COTERA

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In order to obtain some degree of insight into the major factors affecting access and persistence of all students in the three universities, as perceived by the students, a survey was conducted of a randomly selected sample of students in the five major ethnic groups at each university. The sample size for each group was designed to be representative of the four major ethnic minority groups with the dominant white group as a control group.

Using a list of student names selected by the offices of admission of each institution, students were contacted by phone and invited to participate by coming to a specific location on each campus to complete a survey questionnaire. The instrument (see Appendix A) was prepared utilizing the expertise and experience of several staff members at each university.

It was established that a total sample size of about 600 students at each university was desirable in order to ensure statistical reliability of data results.

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Despite major efforts to contact every student selected, because of incorrect telephone numbers, unanswered calls, or simple unavailability, only about three hundred students at each university were actually contacted. These students did agree to participate. However, of that number, the actual number of participants at each university was:

UA	-	163
NAU	-	128
ASU	-	111
TOTAL	-	402

Thus, the original intent of identifying factors based on ethnicity of students within each institution was not realized.

Because of the small number of respondents in each subgroup, the ethnicity of students was combined across the three universities and all groups were combined within universities. The data are therefore grouped by ethnicity and by institution. Analysis of responses is based upon a composite sample of students at the three universities.

In order to compare responses between groups, the data was cross-tabulated in two ways:

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1. by ethnicity without regard to university, and

2. by university without regard to ethnicity.

For the readers' information, the survey data has also been cross-tabulated by ethnicity and by university, but because of the small ethnic student sample at each university, this cross tabulation is not presented in this report. It is available upon request.

The response to each of the 80 questions by the students, following these two formats, Ethnicity and University, is shown in the form of histograms, which have been grouped in the appendix according to the headings listed below. In each appendix, the histogram for Ethnicity is shown first and the histogram for University follows on the next page for the reader's convenience in comparing data in each format for each question or set of questions.

Each set of questions grouped in each appendix will be briefly discussed in order to provide the reader with the most salient aspects of the survey.

The appendices are as follows:

APPENDIX B

General Characteristics

Questions 1 - 6

APPENDIX C

High School Preparation

Questions 7 - 17

APPENDIX D

Home Environment

Questions 18 - 38

1. Occupation of Parents
   Questions 18 - 21

2. Family Language, Education, Finances
   Questions 22 - 26

3. Demographics: Students and Parents
   Questions 27 - 32

4. Student Background and Values
   Questions 33 - 38

APPENDIX E

Education prior to entering university

Questions 39 - 43

APPENDIX F

Campus Activities

Questions 44 - 47

APPENDIX G

Financial Aid

Questions 48 - 54

APPENDIX H

Campus Support - Academic & Social

Questions 55 - 65

APPENDIX I

Financial Aid

Questions 66 - 70

APPENDIX J

Personal Attention

Questions 71 - 72

APPENDIX K

Self Concept

Questions 73 - 80

The reader is urged to study the histograms in order to obtain an insight into the variation in response between ethnic groups as well as the response for all students at each of the three universities.

The summary that follows is an attempt to present the major findings and conclusions as interpreted by the author.

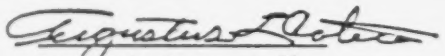
APPENDIX A

SURVEY OF FACTORS OF STUDENT ACCESS AND PERSISTENCE IN THE ARIZONA UNIVERSITIES

SURVEY OF FACTORS
OF
STUDENT ACCESS AND PERSISTENCE
IN THE
ARIZONA UNIVERSITIES
ARIZONA STATE UNIVERSITY NORTHERN ARIZONA UNIVERSITY UNIVERSITY OF ARIZONA
ARIZONA BOARD OF REGENTS TASK FORCE
ON
EXCELLENCE, EFFICIENCY, AND COMPETITIVENESS
APRIL, 1988

Dear University Student:

The Arizona Board of Regents Task Force on Excellence, Efficiency, and Competitiveness needs your help in our effort to increase the access and persistence of students in the three Arizona universities. You can help us develop a data base and improve the admission, retention, and graduation rates of students at ASU, NAU, and U of A. The information that you can provide will be held in strict confidence. Analysis and reporting of data will be done only in terms of total respondents and no information will be associated with individuals. Your input is vital to the efforts of the universities to improve the success of all students in completion of their degree programs. Thank you for your contribution in these efforts.



Augustus S. Cotera, Staff
A.B.O.R. - E.E.C. Task Force

In the horizontal block marked COURSE NUMBER just above the heavy blue line on your score sheet, mark the school or college in which you expect to receive your degree.

Arizona State University:

(101) Col. of Architec. & Environ. Design
(102) Col. of Business
(103) Col. of Education
(104) Col. of Engineer. & Applied Science
(105) Col. of Fine Arts
(106) Col. of Law
(107) Col. of Liberal Arts & Sciences
(108) Col. of Nursing
(109) Col. of Public Programs
(110) Schl. of Social Work
(111) Undecided

Northern Arizona University:

(201) Center for Excellence in Education
(202) Col. of Arts and Sciences
(203) Col. of Business Administration
(204) Col. of Creative & Comm. Arts
(205) Col. of Engineering and Tech.
(206) Col. of Social and Behavioral Scs.
(207) Schl. of Forestry
(208) Schl. of Health Professions
(209) Schl. of Hotel and Restaurant Mngmt.
(210) Undecided

University of Arizona:

(301) Col. of Agriculture
(302) Col. of Architecture
College of Arts and Sciences:
(303) Faculty of Fine Arts
(304) Faculty of Humanities
(305) Faculty of Science
(306) Faculty of Soc. & Behav. Science
(309) Col. of Business and Public Admin.
(310) Col. of Education
(311) Col. of Engineering and Mines
(312) Col. of Law
(313) Col. of Medicine
(314) Col. of Nursing
(315) Col. of Pharmacy
(316) Undecided

Using the main body of your scoring sheet, mark your answer for each question, to the best of your knowledge, by completely filling in each circle using the pencil provided. If you change your answer, please erase the previous answer completely. If you have any questions please ask the person administering the survey.

1. Sex: (A) Male (B) Female

2. Your Age: (A) 16-20 (B) 21-25 (C) 26-30 (D) 31-35 (E) 36-40 (F) 41+

3. Ethnicity:
   (A) Black (not of Hispanic origin) (C) Hispanic (E) Asian or Pacific Islander
   (B) White (not of Hispanic origin) (D) American Indian

4. Marital Status:
   (A) Single (C) Separated (E) Widowed
   (B) Married (D) Divorced

5. Classification:
   (A) Freshman (C) Junior (E) Graduate
   (B) Sophomore (D) Senior (F) Don't know

6. How many total semesters have you attended this university (including summer sessions)?
   (A) one semester (C) three semesters (E) five semesters
   (B) two semesters (D) four semesters (F) six or more sem.

7. Rank in graduating high school class:
   (A) top 10% (B) top 25% (C) top 50% (D) below 50% (E) No rank, as received GED (F) Do not know

8. High school cumulative grade point average (A = 4.0, B = 3.0, C = 2.0, D = 1.0):
   (A) 4.0 - 3.5 (C) 2.9 - 2.5 (E) 1.9 - 1.5 (G) Do not know
   (B) 3.4 - 3.0 (D) 2.4 - 2.0 (F) 1.4 - 1.0

9. Based on your high school preparation, in which skill area were you least prepared for college courses?
   (A) writing (B) reading (C) math

10. Based on your high school preparation, in which area were you least prepared for college courses?
    (A) classroom note taking (B) participating in discussions (C) asking questions
    (D) outlining & summarizing written material

11. Estimate the number of students in your high school (size range):
    (A) 0 to 500 students (C) 1000 to 1500 students (E) more than 2000 students
    (B) 500 to 1000 students (D) 1500 to 2000 students

12. Describe the minority student enrollment of your high school.
    (A) Few minority (B) Many minority (C) Mostly minority

13. What was your program major in high school?
    (A) Academic (college preparatory) (B) Vocational (job preparatory) (C) Other (D) Not applicable

14. In which state did you graduate (or receive the GED)?
    (A) Arizona (C) California (E) Colorado (G) Other
    (B) New Mexico (D) Texas (F) Utah

15. What was the most influential factor in your attaining a high school diploma?
    (A) family (C) counselor (E) interest in a future career
    (B) friends (D) teacher (F) interest in making money

16. While you were in high school, did you participate in any pre-college programs?
    (A) Yes (B) No

17. Prior to attending this university did you participate in a "Summer Bridge" (orientation, advisement, etc.) program?
    (A) Yes (B) No

****

Please note: Questions 18 and 19 pertain to the occupation of your father. Select the most appropriate occupation from either set of answers. If the occupation is not found in question 18, mark G (none of the above) and move on to the set of occupations in question 19. If the occupation is included in the first set of choices (question 18), mark (G) none of the above in question 19.

18. Please select the occupation which most closely fits the employment of your father.
    (A) Executive (administrator, manager, other)
    (B) Professional (doctor, lawyer, teacher, nurse, other)
    (C) Technician (electrician, laboratory, plumber, other)
    (D) Sales and service occupations (retail, hotel, restaurant, other)
    (E) Clerical (secretary, bookkeeper, file clerk, other)
    (F) Homemaker
    (G) None of the above

19. Please select the occupation which most closely fits the employment of your father.
    (A) Farming, forestry and fishing
    (B) Construction and production (assembly, building, manufacturing, other)
    (C) Machine operators
    (D) Transportation and material moving
    (E) Handlers, cleaners, helpers and laborers
    (F) Unemployed
    (G) None of the above

As in questions 18 and 19 above, questions 20 and 21 pertain to the occupation of your mother. Follow the same procedure as you did above.

20. Please select the occupation which most closely fits the employment of your mother.
    (A) Executive (administrator, manager, other)
    (B) Professional (doctor, lawyer, teacher, nurse, other)
    (C) Technician (electrician, laboratory, plumber, other)
    (D) Sales and service occupations (retail, hotel, restaurant, other)
    (E) Clerical (secretary, bookkeeper, file clerk, other)
    (F) Homemaker
    (G) None of the above

21. Please select the occupation which most closely fits the employment of your mother.
    (A) Farming, forestry and fishing
    (B) Construction and production (assembly, building, manufacturing, other)
    (C) Machine operators
    (D) Transportation and material moving
    (E) Handlers, cleaners, helpers and laborers
    (F) Unemployed
    (G) None of the above

****

22. What language or languages were used by you and your family in your home?
(A) English exclusively (C) Spanish exclusively (E) American Indian exclusively
(B) Spanish and English (D) American Indian and English (F) Other

23. What is the highest level of schooling or educational programs completed by your father.
(A) Grades 1 to 8 (C) High School Graduate (E) Bachelors Degree
(B) Grades 9 to 11 (D) Associate Degree (F) Masters, Doctorate

24. What is the highest level of schooling or educational programs completed by your mother.
(A) Grades 1 to 8 (C) High School Graduate (E) Bachelors Degree
(B) Grades 9 to 11 (D) Associate Degree (F) Masters, Doctorate

25. If you are financially dependent upon your parents for your education costs, please indicate their income last year.
(A) Less than $10,000 (C) $20,000 - $30,000 (E) $50,000 - $75,000 (G) don't know
(B) $10,000 - $20,000 (D) $30,000 - $50,000 (F) $75,000 & over

26. If you are not dependent upon your parents, please indicate your total personal earned income last year.
(A) Less than $1,000 (C) $2,000 - $3,000 (E) $5,000 - $10,000 (G) more than $20,000
(B) $1,000 - $2,000 (D) $3,000 - $5,000 (F) $10,000 - $25,000

27. In what kind of locality have you lived most of your life?
(A) Rural (B) Suburban (C) Urban

28. In which state did you live most of your life to age 18?
(A) Arizona (C) California (E) Colorado (G) other
(B) New Mexico (D) Texas (F) Utah

29. In which state was your father born?
(A) Arizona (C) California (E) Colorado (G) other
(B) New Mexico (D) Texas (F) Utah

30. In which country or continent was your father born?
(A) United States (C) Mexico (E) Europe (G) Africa
(B) Canada (D) Central/South America (F) Asia

31. In which state was your mother born?
(A) Arizona (C) California (E) Colorado (G) other
(B) New Mexico (D) Texas (F) Utah

32. In which country or continent was your mother born?
(A) United States (C) Mexico (E) Europe (G) Africa
(B) Canada (D) Central/South America (F) Asia

33. With whom did you live most of the time until age 18?
(A) Both natural parents (C) Mother only (E) Father only (G) Other
(B) Mother and stepfather (D) Father and stepmother (F) Grandparent(s)

34. Where are you living during this academic year?
(A) On campus housing (B) Off campus housing (C) Family home (D) Other

35. Who was the most influential in your decision to attend college/university?
(A) Family member (C) Teacher (E) Self
(B) Friend (D) Counselor (F) Other

36. What was the most influential factor in your decision to attend this university?
(A) Advice from one of the above people (D) Reputation of social life (G) Other
(B) Desired academic program (E) Location & environment of the university
(C) Availability of financial aid (F) Quality of instruction

37. How important do you consider a college degree will be in your life?
(A) Not very important (B) Somewhat important (C) Very important

38. What is your most important reason for seeking a college degree?
(A) Make more money (C) Obtain a more challenging career (E) Other
(B) Attain higher social standing (D) Become an educated person

39. Did you attend another college or university prior to enrolling at this university?
(A) Yes (B) No

40. If you answered YES to Question 39, what kind of college or university did you attend?
If you answered NO, mark (E).
(A) A Community college in Arizona (C) A College or university in Arizona (E) Not applicable
(B) A Community college out-of-state (D) A College or university out-of-state (F) Other

41. If you answered YES to question 39, what has been the most difficult problem you have encountered as a result of transferring? If you answered NO, mark (G).
(A) Loss of course credit, previously taken (D) Lack of prerequisite courses for my major program
(B) Lowering of my grade point average (E) University courses are more difficult
(C) Required to repeat courses previously taken (F) Increase financial cost (G) Not applicable

42. If you transferred from a Community College who or what was the most influential in your decision to continue your education?
(A) Community college counselor (C) University counselor (E) Academic program
(B) Community college faculty (D) University faculty (F) Other

43. If you answered YES to Question 39, what was the most important consideration that caused you to transfer to this university? If you answered NO, mark (G).
(A) Financial (C) Academic (E) Family (G) Not applicable
(B) Geographic (D) Social (F) Other

44. In which university campus activity are you most involved?
(A) clubs (C) sports (E) band/orchestra (G) none
(B) student government (D) sorority/fraternity (F) other

45. To what extent do extracurricular activities on campus reflect your interests?
(A) Not at all (B) Somewhat (C) Very much

46. To what extent do you participate in the extracurricular activities sponsored by ethnic student organizations?
(A) Hardly ever (B) Sometimes (C) Often (D) Very often

47. In your view, what is the most serious problem or difficulty that minority students, who attend this University, have in completing their degree program?
(A) Financial (C) Academic (E) Other
(B) Social (D) Personal

48. Have you sought assistance from the Office of Financial Aid? (A) Yes (B) No

49. If you answered YES to question 48, in general, how helpful has the Office of Financial Aid been in assisting you to obtain the funding you need for completing your degree program? If you answered NO, mark (D).
(A) Not at all (B) Somewhat (C) Very helpful (D) Not applicable

****

The following questions 50, 51, 52, and 53 are concerned with the major source of funding for your college education. Please select only one answer for each question indicating the major source of your college funding in that particular area, if applicable.

50. (A) Parent(s) (C) Personal funds (E) Spouse & Personal (G) None of the above
(B) Spouse (D) Parent(s) & Personal (F) Parent(s), Spouse & Personal

51. (A) Academic Scholarships (C) Veterans Scholarships
(B) Athletic Scholarships (D) None of the above

52. (A) Loans (C) Work Study (E) Grants & Work Study (G) None of the above
(B) Grants (D) Loans & Grants (F) Loans, Grants, & Work Study

53. (A) On campus work (C) Both of above
(B) Off campus work (D) None of the above

****

54. How many hours per week do you work to earn money, while attending the University?
(A) 0 hours (C) 6-10 hours (E) 16-20 hours (G) 31+ hours
(B) 1-5 hours (D) 11-15 hours (F) 21-30 hours

55. Do you have an academic advisor (staff or faculty) to assist you in formulating your academic program of study? (A) Yes (B) No

56. How many times each semester do you meet with your advisor?
(A) 0 times (C) 2 times (E) 4 times
(B) 1 time (D) 3 times (F) 5+ times

57. If and when you have personal problems, from whom do you most usually seek help?
(A) Counseling center (C) Faculty or staff advisor (E) Other (G) Not applicable as I have
(B) Family or friends (D) Residence hall advisor (F) No one no problems

58. Have you sought the assistance of the university counseling services?
(A) Yes (B) No

59. If yes, did this counseling help you? (A) Yes (B) No (C) Not applicable

****

Questions 60 - 65 concern your academic course work at this university.

60. If or when you have difficulty with your course work, from whom do you usually seek help?
(A) Professor (C) Classmates (E) Other (G) Not applicable, I have
(B) Tutorial services (D) Friends (F) No one no difficulty

61. If you selected answer A (Professor), describe the quality of assistance that your professor provided.
(A) very helpful (B) somewhat helpful (C) not helpful at all (D) did not select answer A

62. In general describe your out of classroom interaction with university personnel (e.g. secretaries, office clerk, food service people).
(A) sarcastic and rude
(B) cold and impersonal
(C) courteous and professional
(D) warm and friendly

63. If you selected answer B (Tutorial services) in question 60 above, which tutorial services did you use the most?
(A) Educational Opportunity Center (ASU)
(B) Specific Academic Department (ASU, NAU, UA)
(C) Learning Assistance Center (NAU)
(D) Minority Student Resource Center (NAU)
(E) Academic Learning Skills Center (UA)
(F) Tutoring Center (ASU, NAU, UA)
(G) Did not select answer B

64. In general, describe the classroom interaction of your professors with you.
(A) sarcastic and rude
(B) cold and impersonal
(C) courteous and professional
(D) warm and friendly

65. In general, how often do you interact academically with your professors outside the classroom?
(A) often (B) occasionally (C) seldom (D) never

**********.....**********

66. Have you sought the assistance of the career/placement services?
(A) Yes (B) No

67. If you answered YES to Question 66, which service did you use most? If you answered NO, mark (F).
(A) Employment/placement
(B) Career information
(C) Interviewing skills
(D) Letter and resume writing
(E) Other
(F) Not applicable

68. If you do not expect to return to this university next semester, why not?
(A) Graduating (C) Transferring (E) Undecided
(B) Financial (D) Personal (F) Not applicable because I plan to return

69. What is the most critical reason that could prevent you from returning to this university to complete your degree?
(A) Academic difficulty
(B) Change in program of study
(C) Personal problems
(D) Financial problems
(E) Other
(F) Not applicable because I plan to return

70. If you intend to pursue graduate studies where do you plan to attend?
(A) ASU (B) NAU (C) U/A (D) Other (E) Not applicable

71. In general, have university FACULTY with whom you have had direct contact given you adequate personal attention and consideration of your requirements as a university student?
(A) Always (C) Sometimes (E) Never
(B) Most often (D) Not often (F) Not applicable as I have not had any contact

72. In general have university STAFF with whom you have had direct contact, given you adequate personal attention and consideration of your requirements as a university student?
(A) Always (C) Sometimes (E) Never
(B) Most often (D) Not often (F) Not applicable as I have not had any contact

**********.....**********

If you were compared to most other students at this University, how would you be rated on questions 73-80 by an unbiased observer?

73. Popularity with members of the opposite sex on this campus?
(A) high (B) above average (C) average (D) below average

74. The number of friends that you have at this university?
(A) high (B) above average (C) average (D) below average

75. Professors' evaluation of you?
(A) high (B) above average (C) average (D) below average

76. Closeness to your family?
(A) high (B) above average (C) average (D) below average

77. High school teachers' evaluations of you?
(A) high (B) above average (C) average (D) below average

78. Current physical health?
(A) above average (B) average (C) below average

79. Self-confidence in social settings?
(A) high (B) above average (C) average (D) below average

80. Leadership ability among your peers?
(A) high (B) above average (C) average (D) below average

**********----------**********

THANK YOU FOR YOUR HELP!

APPENDIX B

GENERAL CHARACTERISTICS

1. As shown in Variable 01 (Var 01), more females than males responded to the survey, except in the Asian group where the ratio was reversed.

2. In Var 02, the predominant age group is 16 - 25 for all ethnic groups, but with unique variations for each group.

3. The largest total response (Var 03), was from the UA, with NAU second (but with the largest Native American group), and ASU third.

4. The largest class of students are seniors (Var 05) and the majority of students are single (Var 04).

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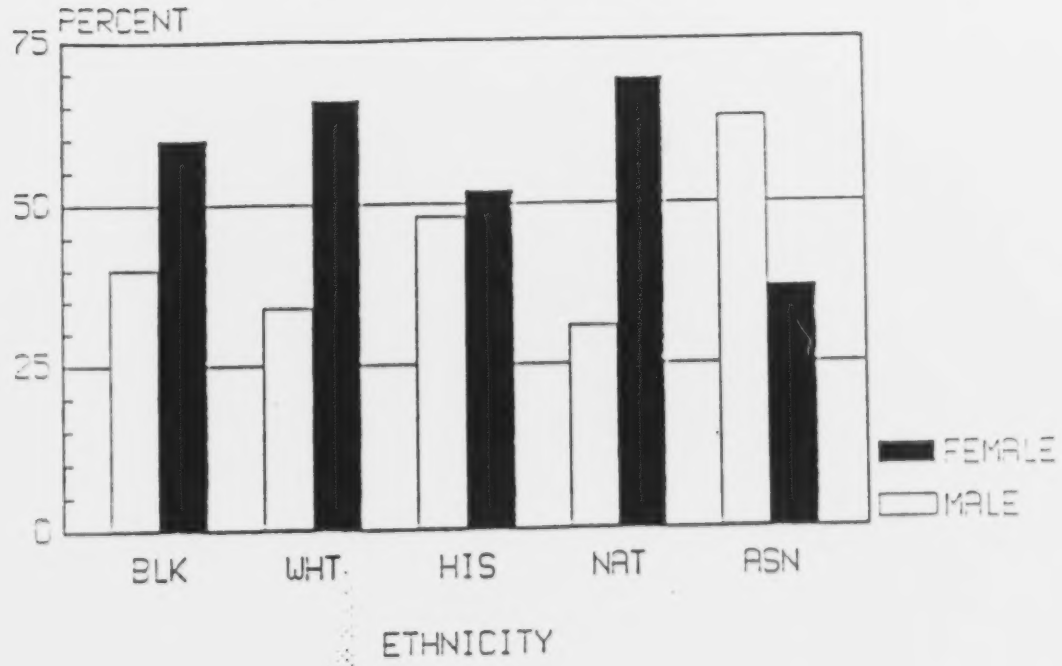
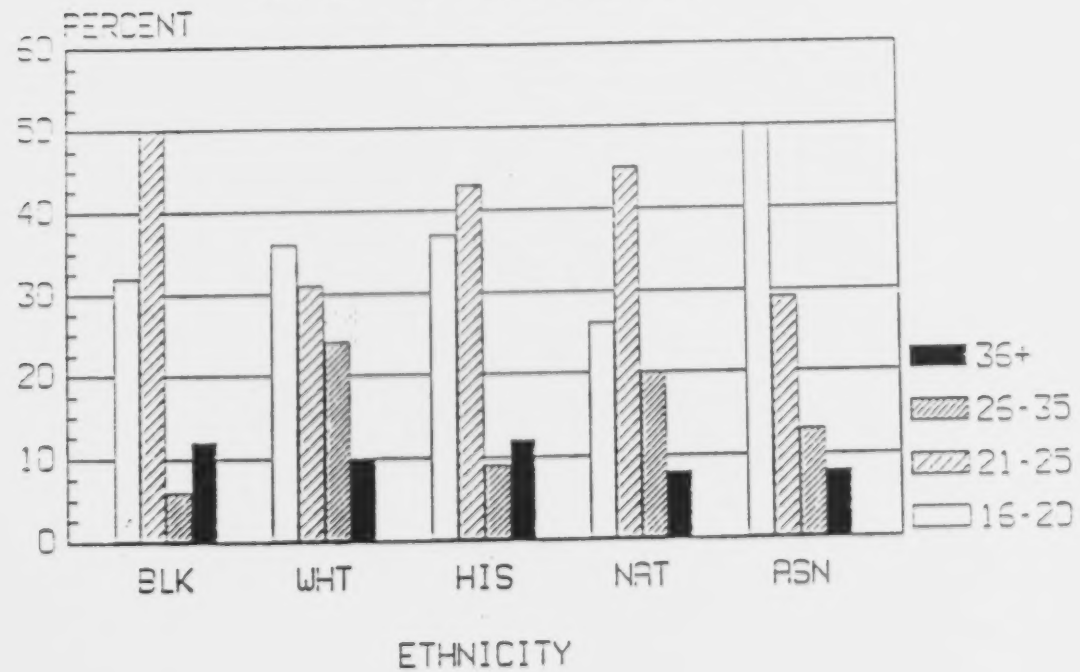


VAR 02 - AGE DISTRIBUTION



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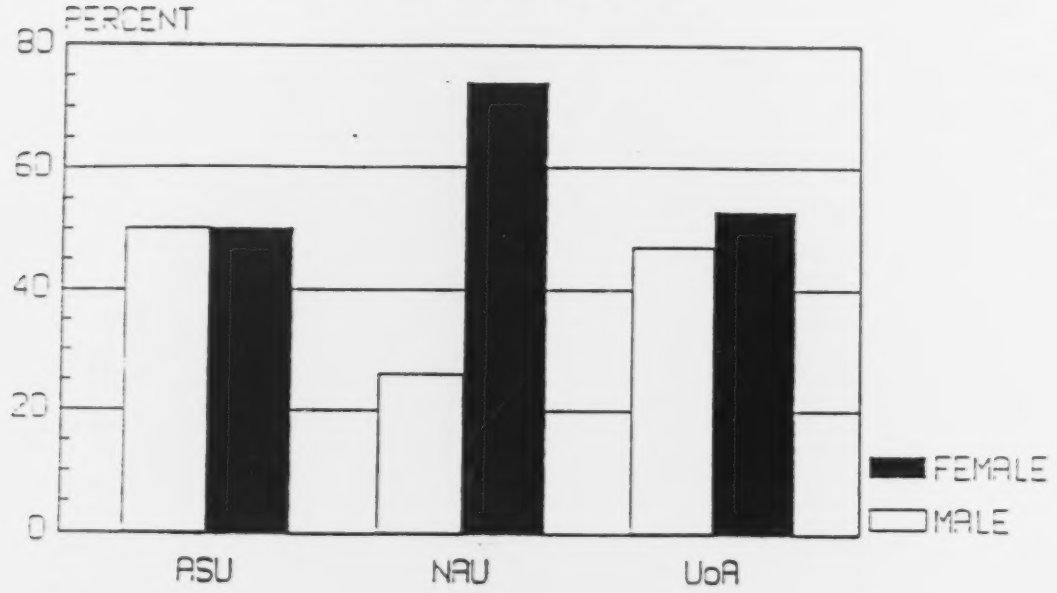

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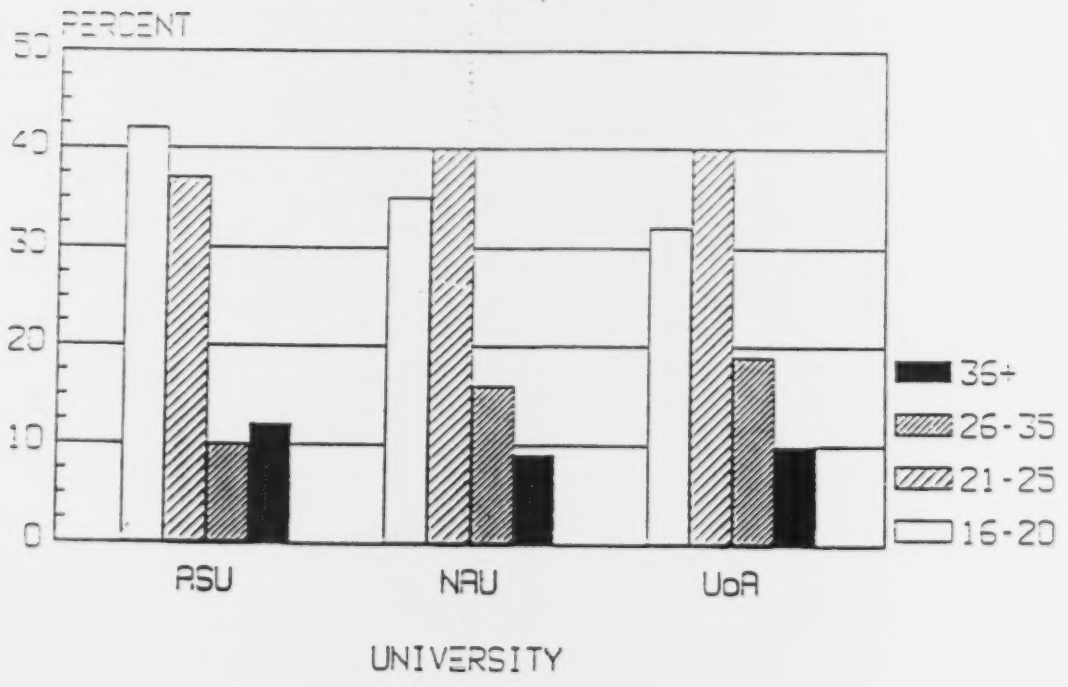
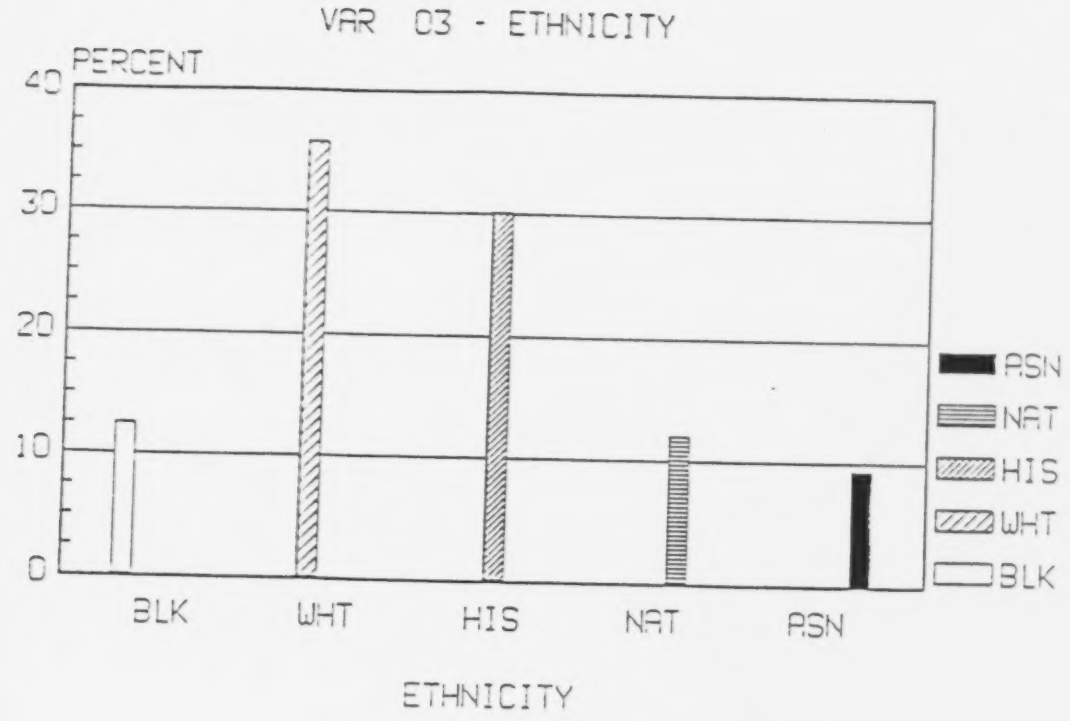
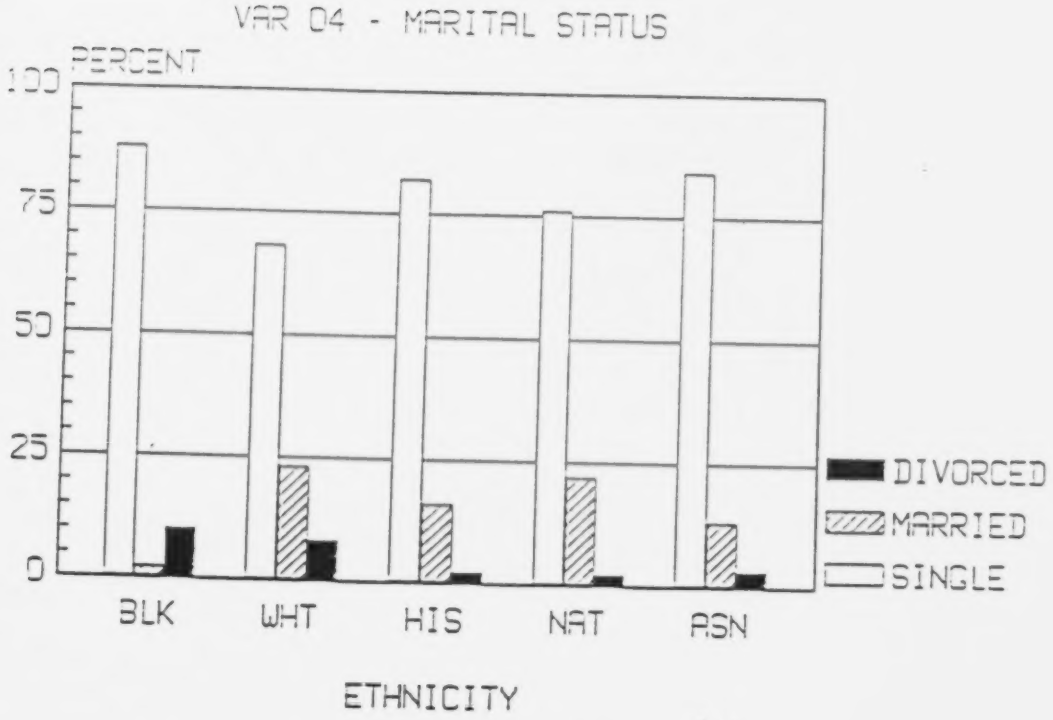
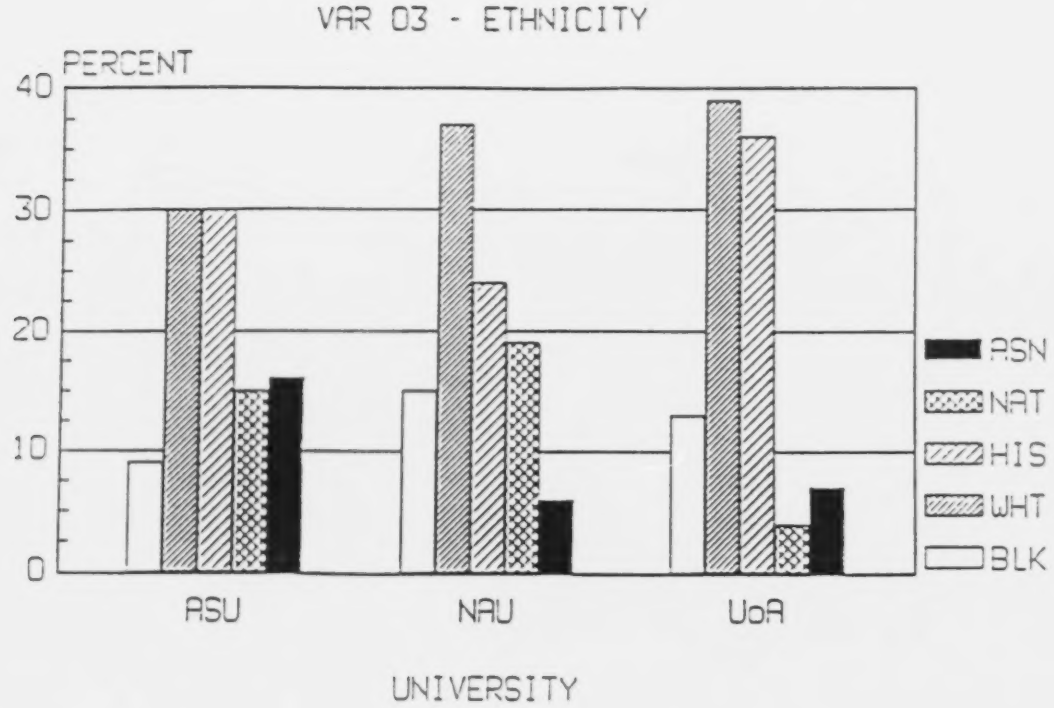
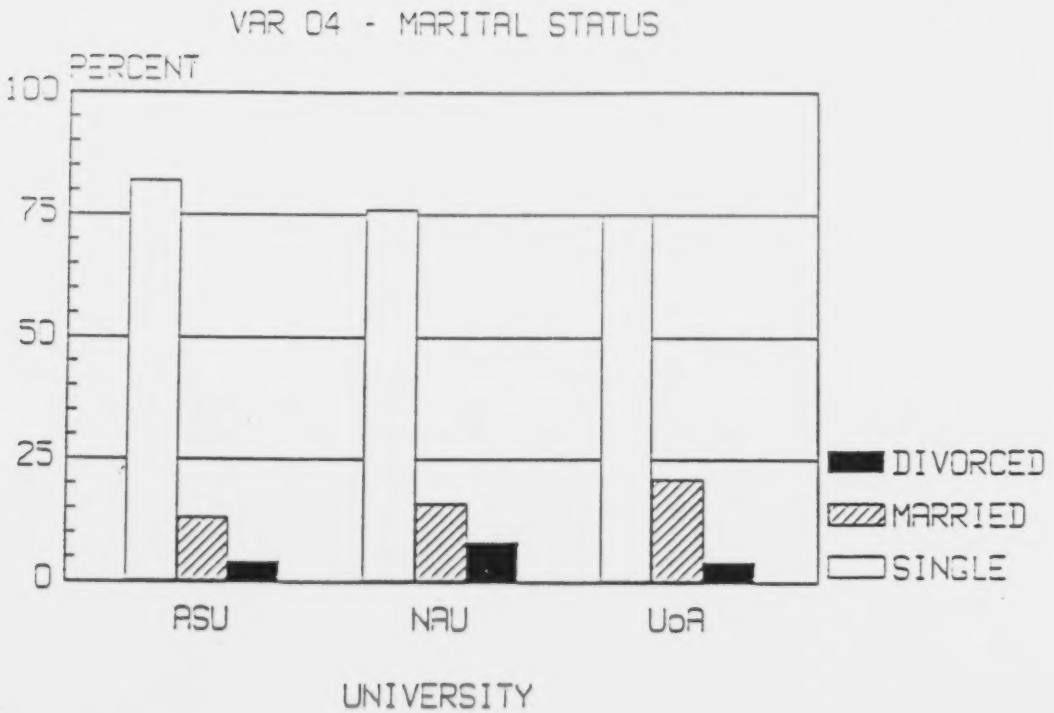
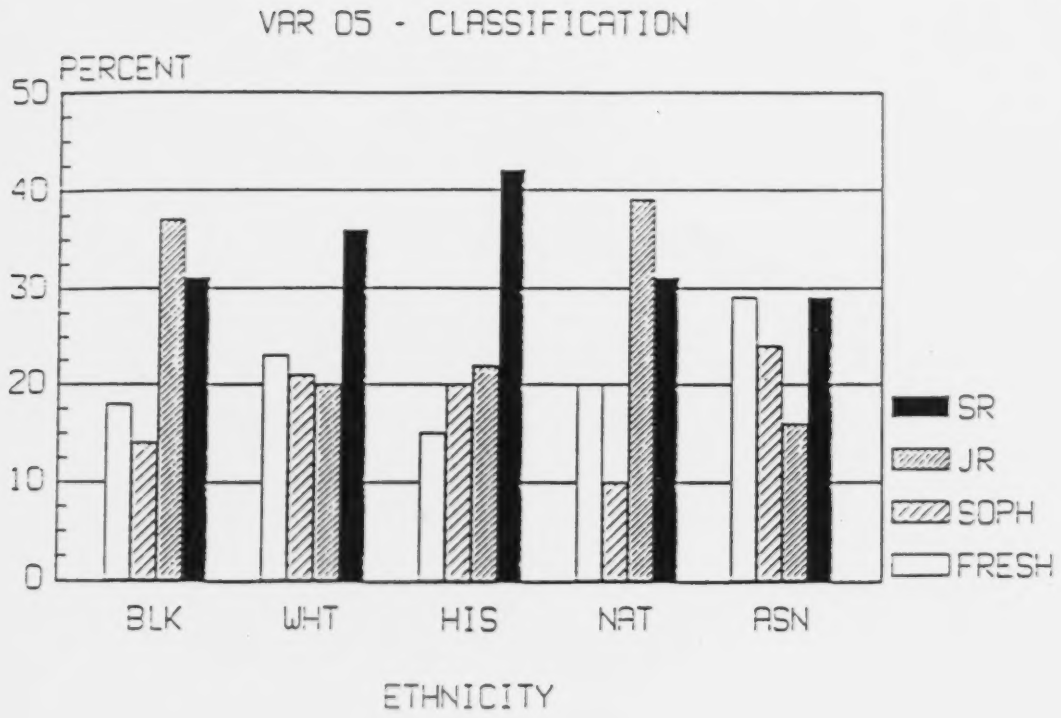


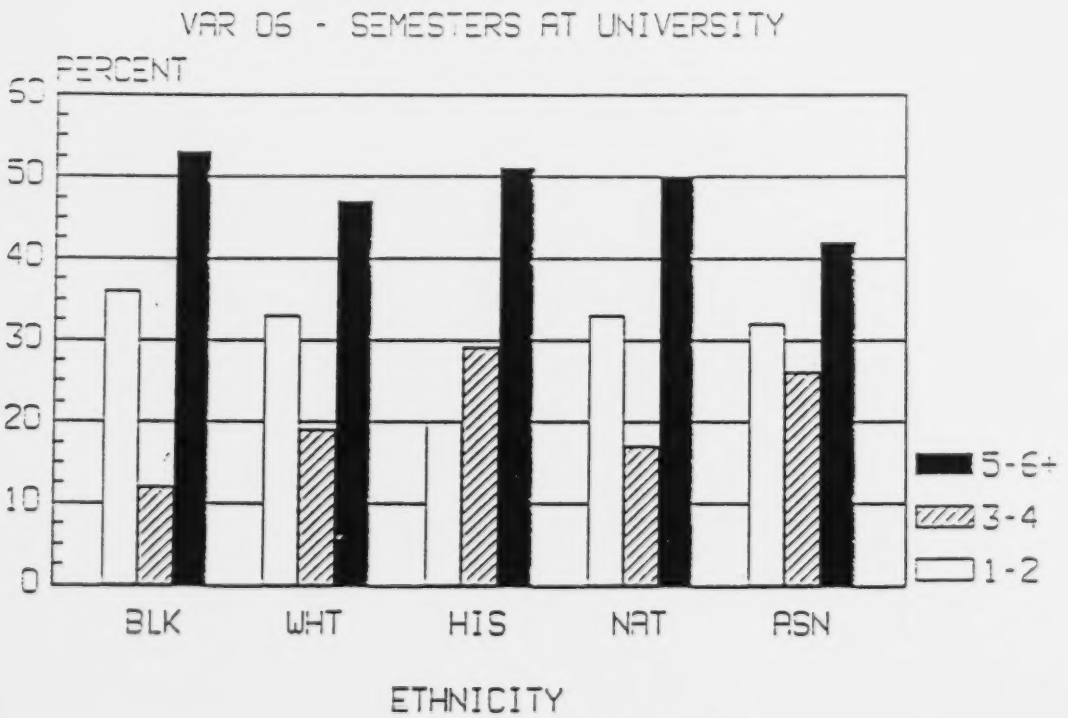

VAR 03 - ETHNICITY
PERCENT
40
30
20
10
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
ASN
NAT
HIS
WHT
BLK

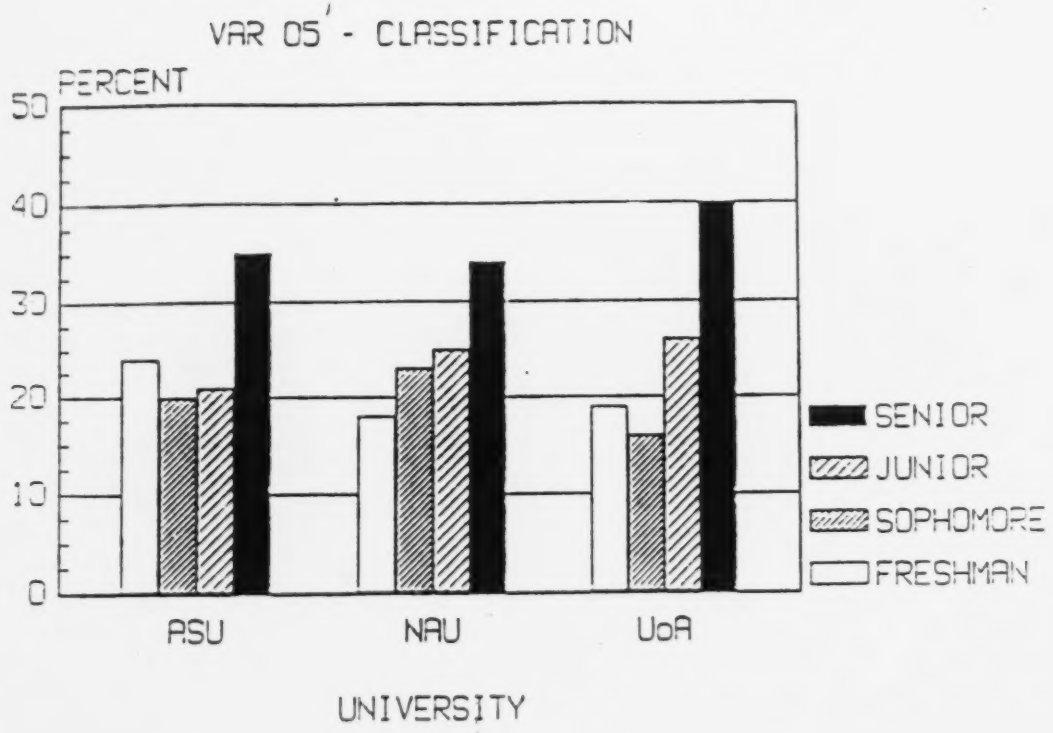

VAR 04 - MARITAL STATUS
PERCENT
100
75
50
25
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
DIVORCED
MARRIED
SINGLE

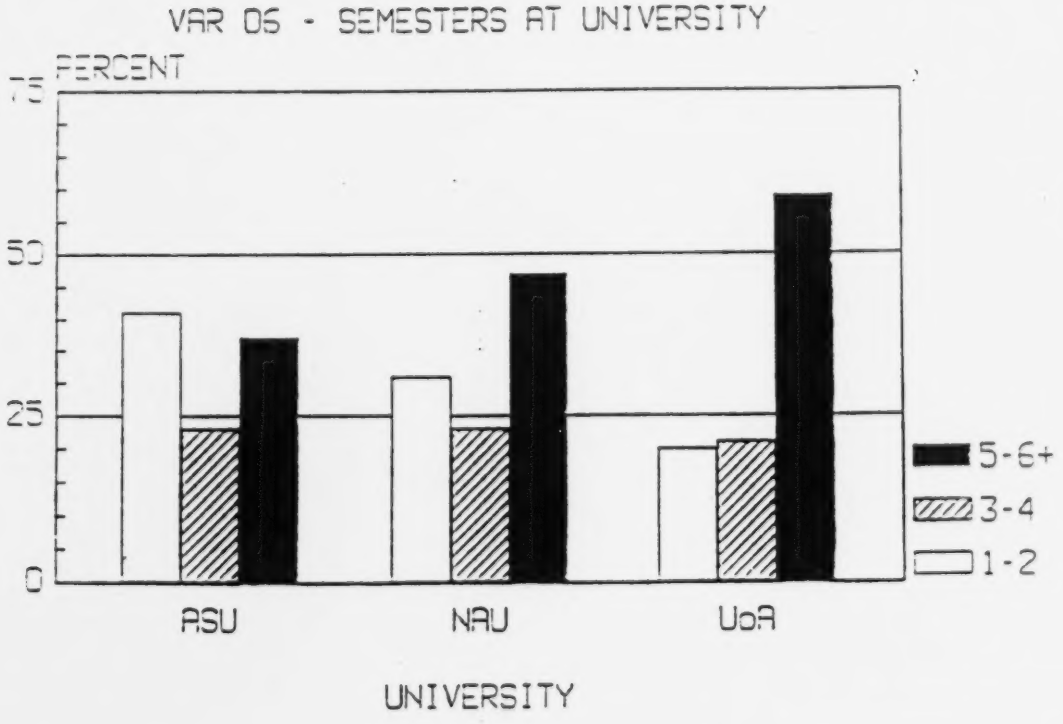

VAR 03 - ETHNICITY
PERCENT
40
30
20
10
0
ASN
NAT
HIS
WHT
BLK
ASU
NAU
UoA
UNIVERSITY


VAR 04 - MARITAL STATUS
PERCENT
100
75
50
25
0
DIVORCED
MARRIED
SINGLE
ASU
NAU
UoA
UNIVERSITY


VAR 05 - CLASSIFICATION
PERCENT
50
40
30
20
10
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
SR
JR
SOPH
FRESH


VAR 06 - SEMESTERS AT UNIVERSITY
PERCENT
60
50
40
30
20
10
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
5-6+
3-4
1-2


VAR 05 - CLASSIFICATION
PERCENT
50
40
30
20
10
0
ASU
NAU
UoA
UNIVERSITY
SENIOR
JUNIOR
SOPHOMORE
FRESHMAN


VAR 06 - SEMESTERS AT UNIVERSITY
PERCENT
75
50
25
0
ASU
NAU
UoA
UNIVERSITY
5-6+
3-4
1-2

APPENDIX C

HIGH SCHOOL PREPARATION

1. Interestingly, the Hispanic, Native American and Asian groups have the highest percentage of students in the top 10% of their respective graduating class (Var 07).

2. All ethnic groups have comparable High School GPA ranking (Var 08), except for the Asian group with almost one half of the group in the highest category.

3. The weakest skill area (Var 09) for all groups is mathematics.

4. The weakest overall class preparation area by ethnicity and university (Var 10) is outlining and summarizing, but for Native Americans, discussion is weakest and for Blacks and Asians, discussion and note-taking are the weakest.

5. Native Americans attend the smallest schools (Var 11), but the representation at the three universities is comparable.

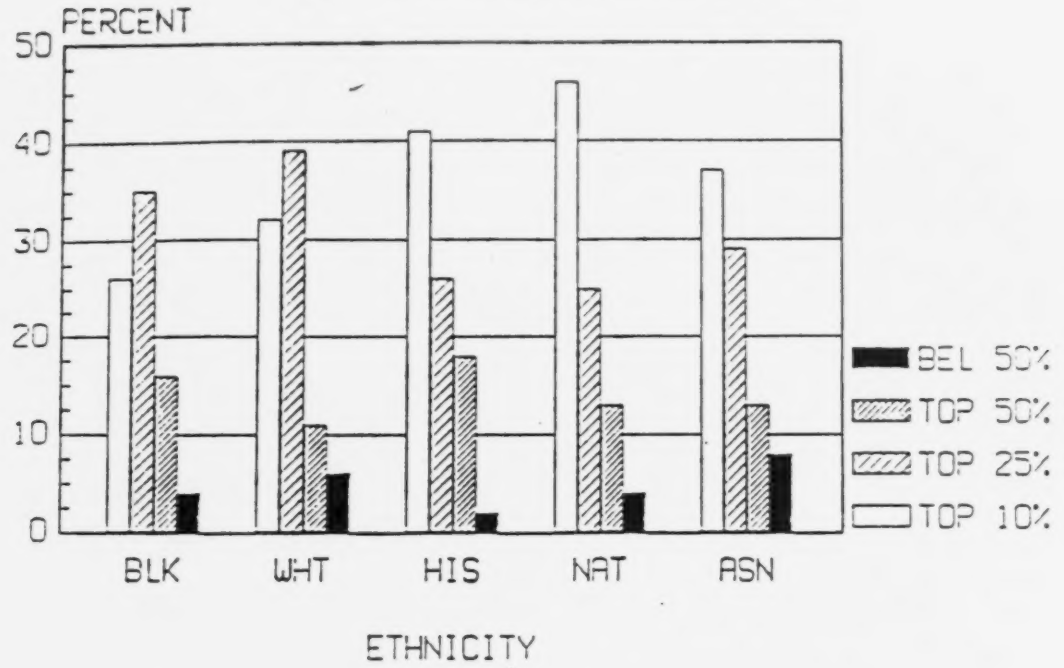
6. The number of minorities in the respective schools (Var 12) shows interesting variations.

7. Most students surveyed attended high school in Arizona except for about one quarter of the blacks and whites (Var 14).

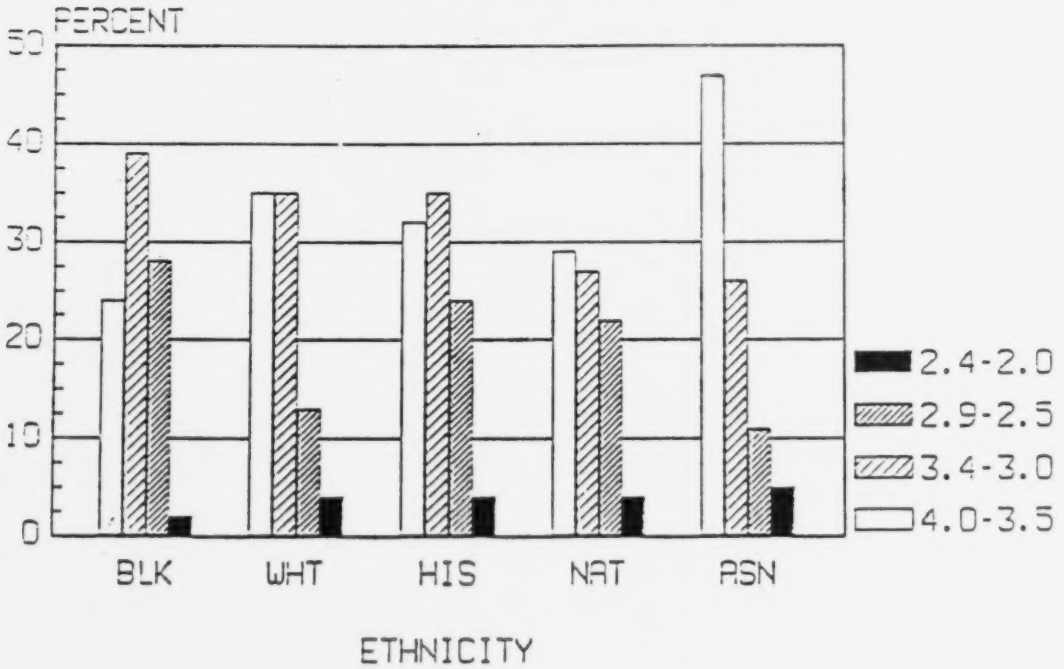
8. Family and personal career goal aspirations are the dominant influences in attaining a high school diploma (Var 15).

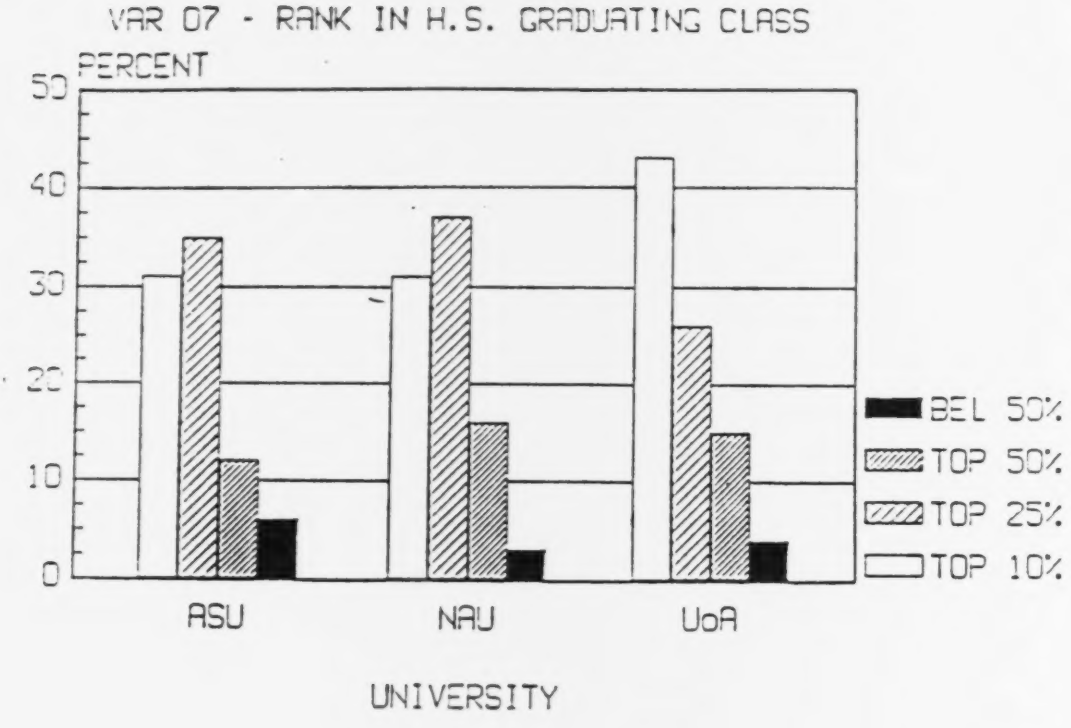
9. Whites and Native Americans participate in Pre-College programs and Hispanics participate in "Bridge" programs (Var 16/17).

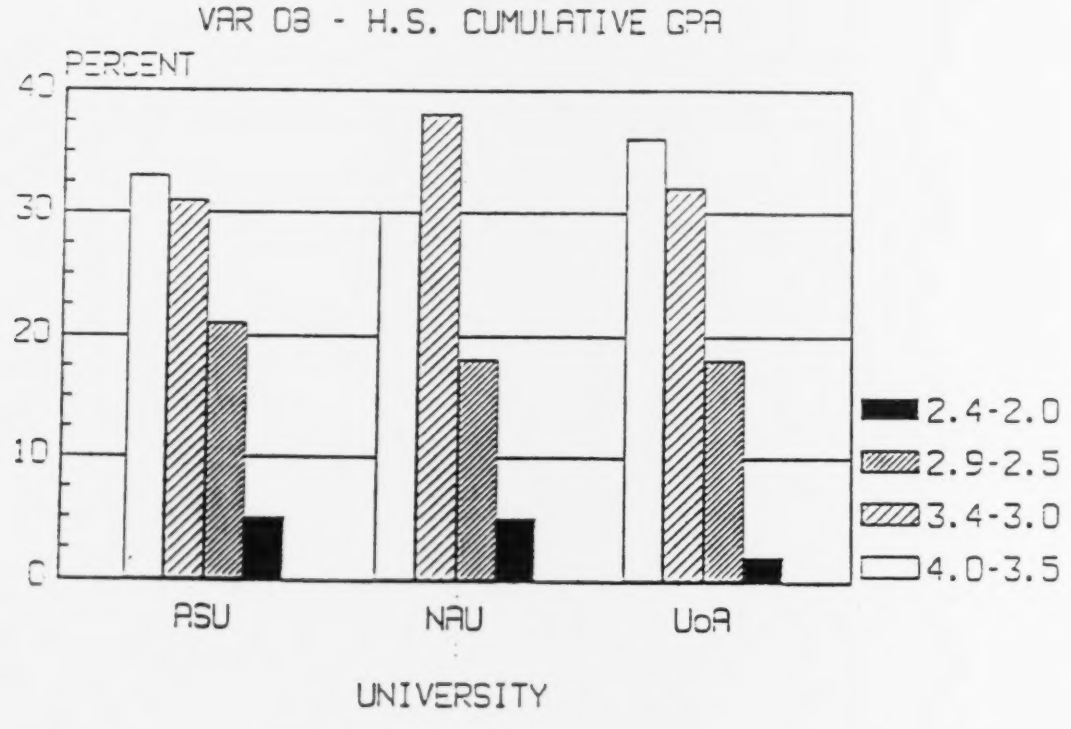
VAR 07 - RANK IN H.S. GRADUATING CLASS



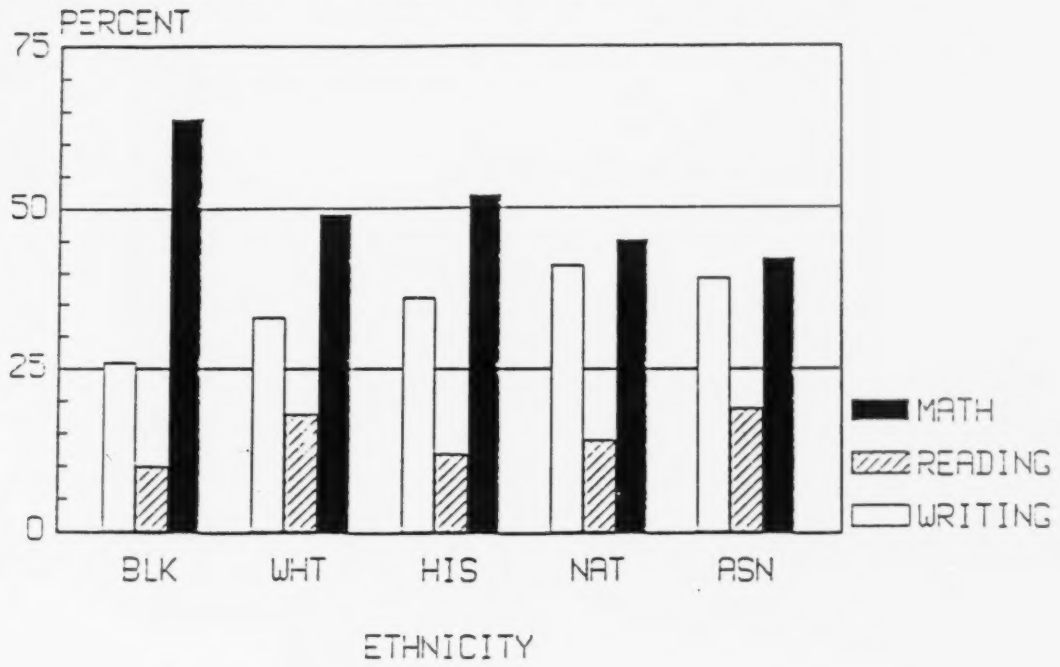
VAR 08 - H.S. CUMULATIVE GPA



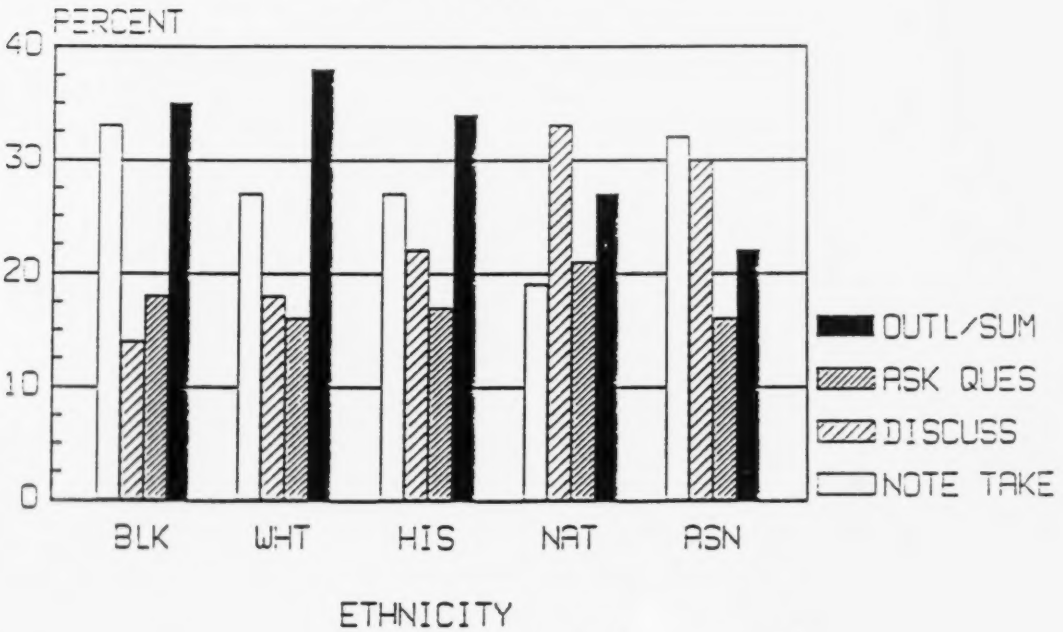

VAR 07 - RANK IN H.S. GRADUATING CLASS
PERCENT
50
40
30
20
10
0
BEL 50%
TOP 50%
TOP 25%
TOP 10%
ASU
NAU
UoA
UNIVERSITY


VAR 08 - H.S. CUMULATIVE GPA
PERCENT
40
30
20
10
0
2.4-2.0
2.9-2.5
3.4-3.0
4.0-3.5
ASU
NAU
UoA
UNIVERSITY

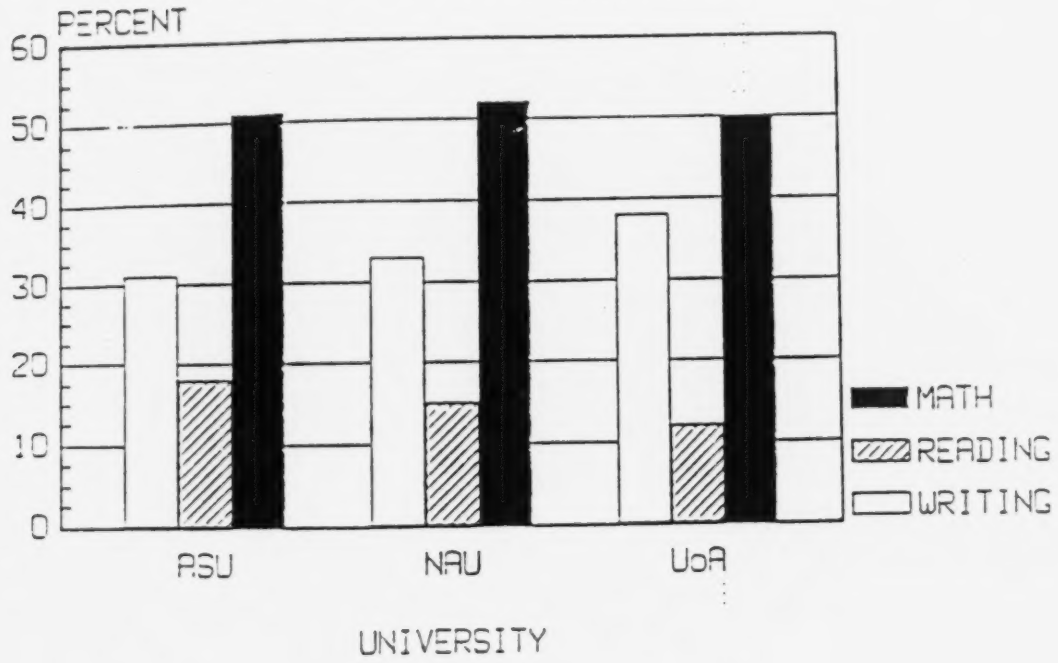
VAR 09 - WEAKEST H.S. SKILL AREA



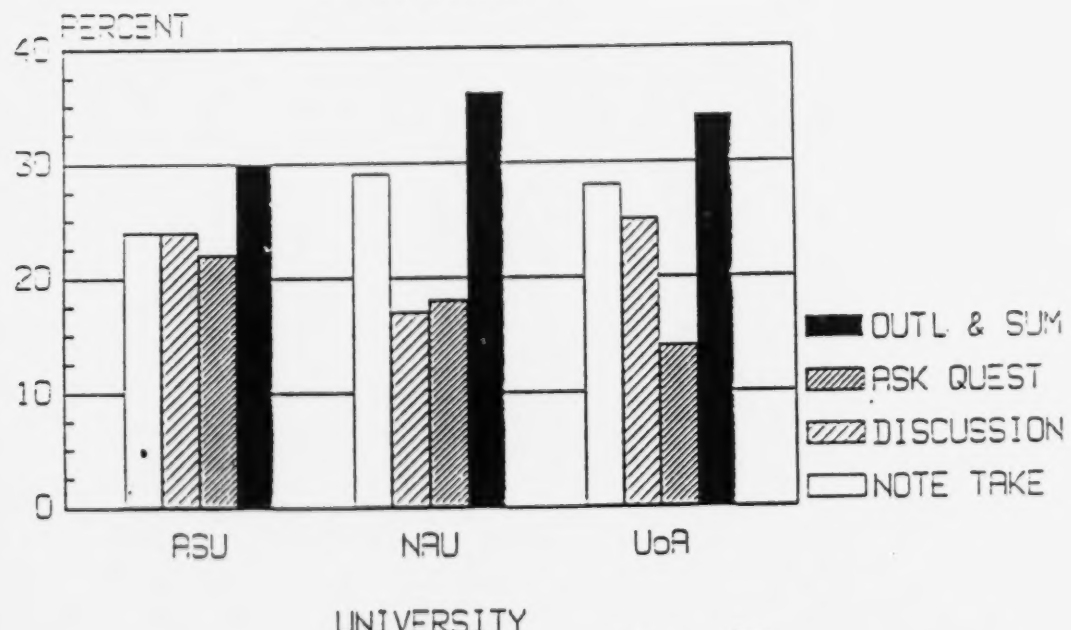
VAR 10 - AREA OF WEAKEST H.S. PREPARATION



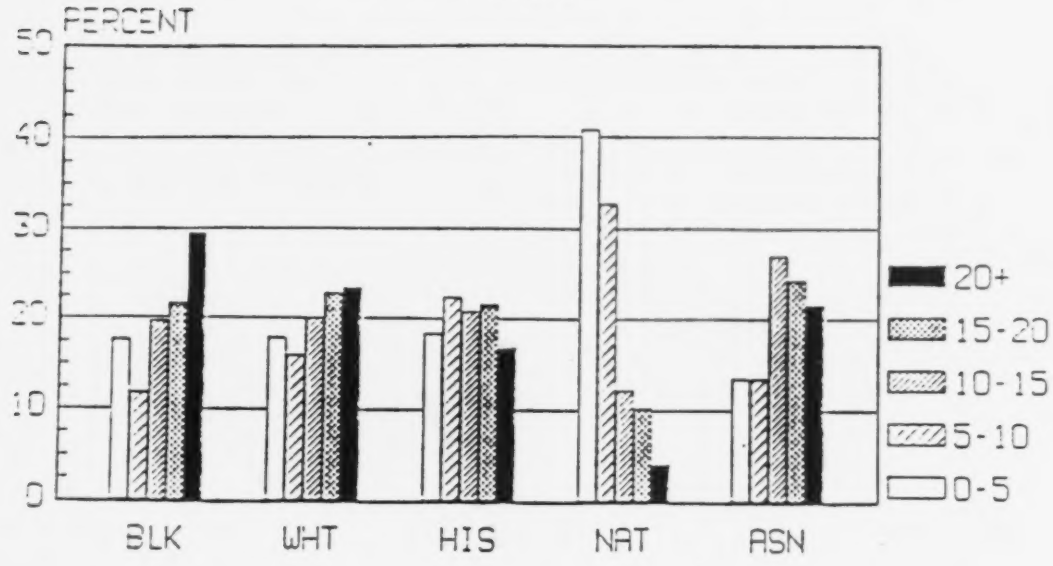
VAR 09 - WEAKEST H.S. SKILL AREA



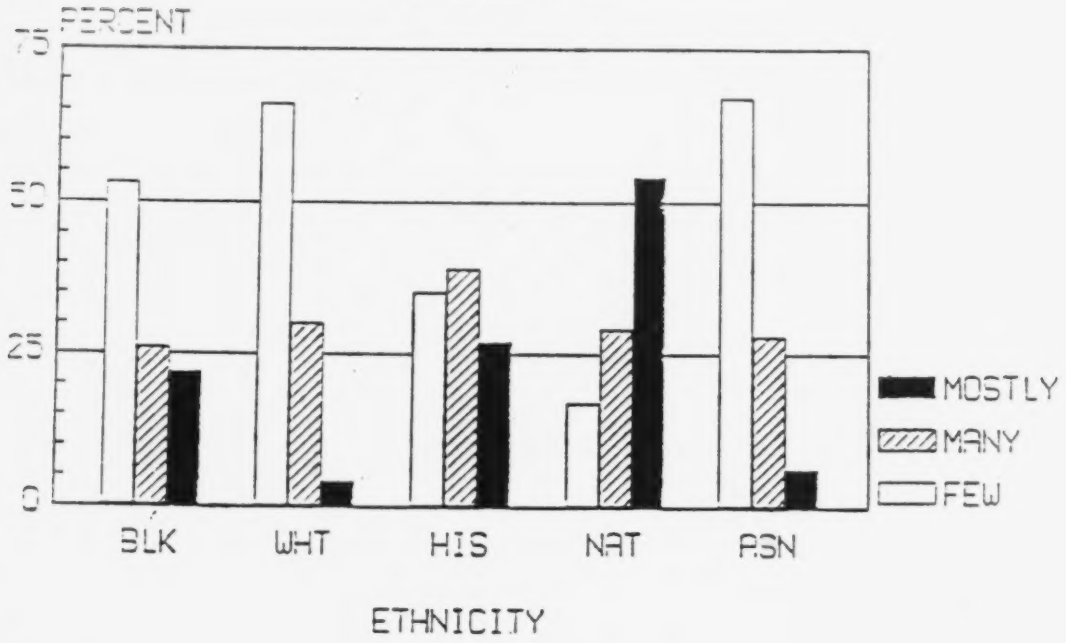
VAR 10 - AREA OF WEAKEST H.S. PREPARATION



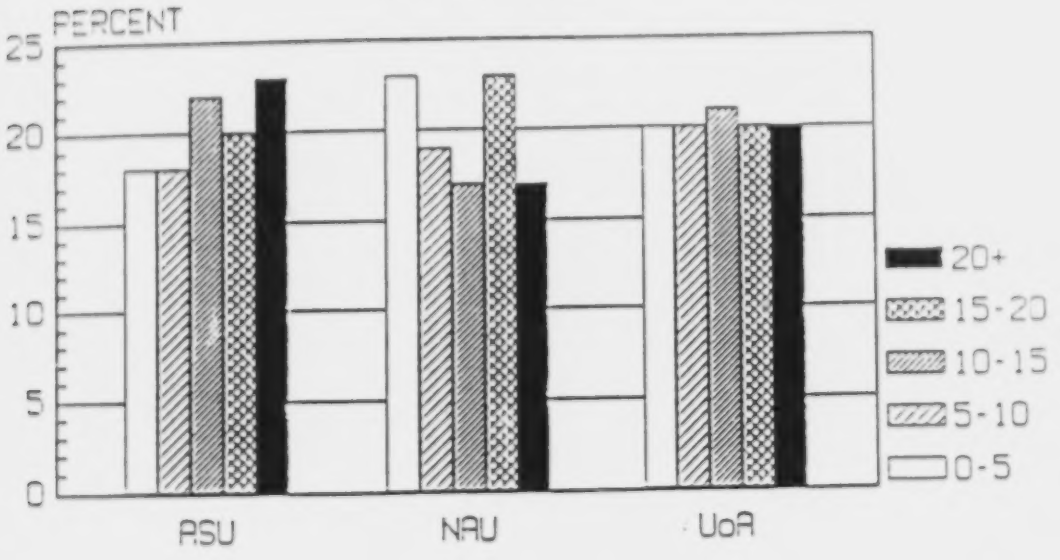
VAR 11 - NUMBER OF STUDENTS IN H.S.
IN HUNDREDS



VAR 12 - NUMBER OF MINORITIES IN H.S.
ATTENDED

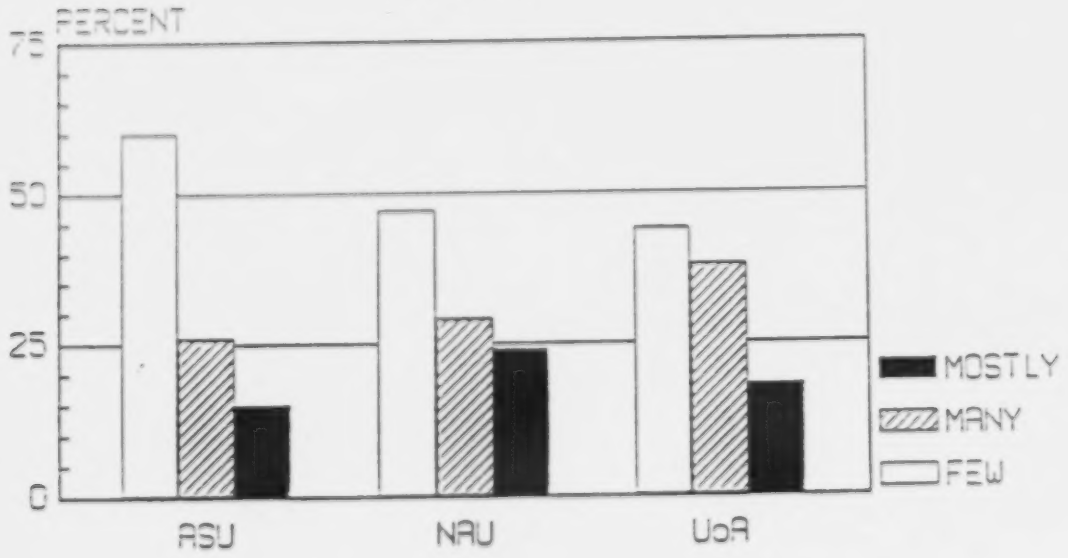


VAR 11 - NUMBER OF STUDENTS IN H.S.
IN HUNDREDS



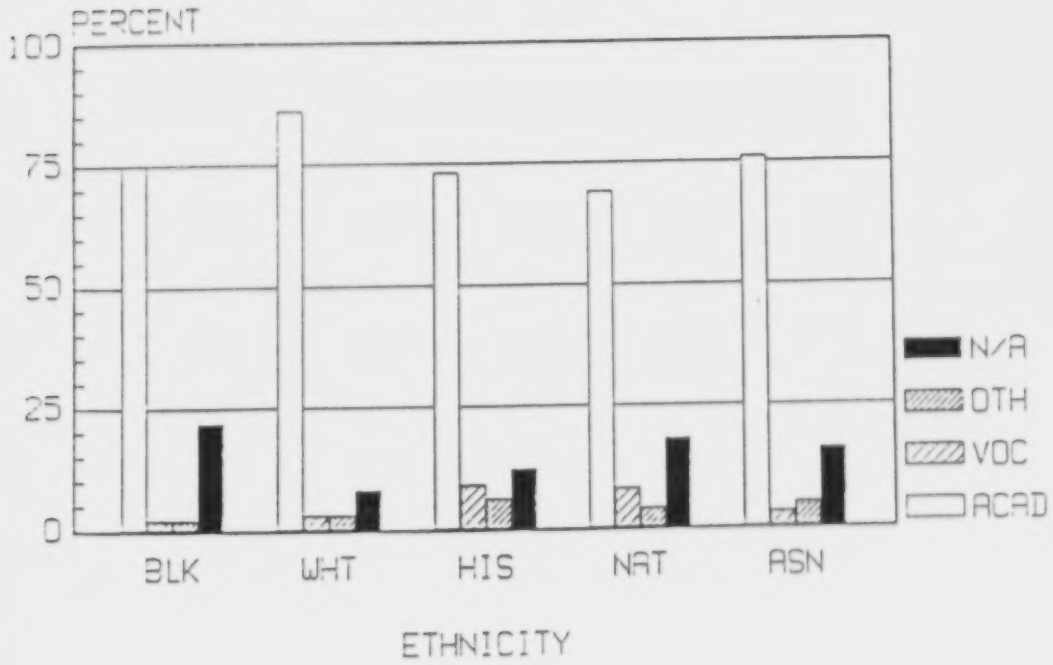
UNIVERSITY

VAR 12 - NUMBER OF MINORITIES IN H.S.
ATTENDED

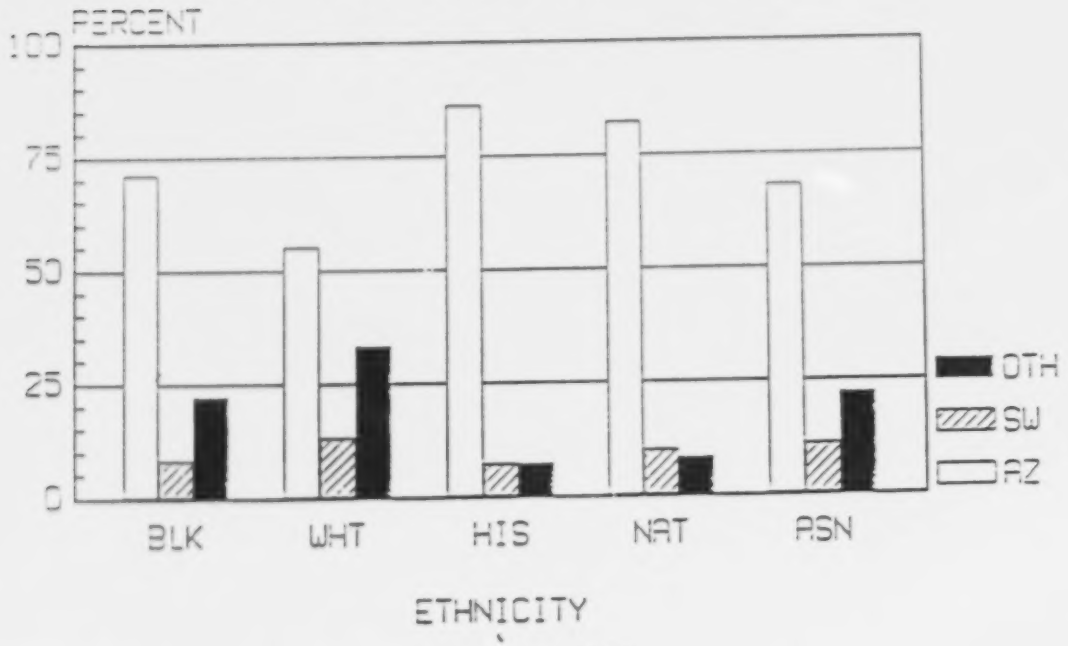


UNIVERSITY

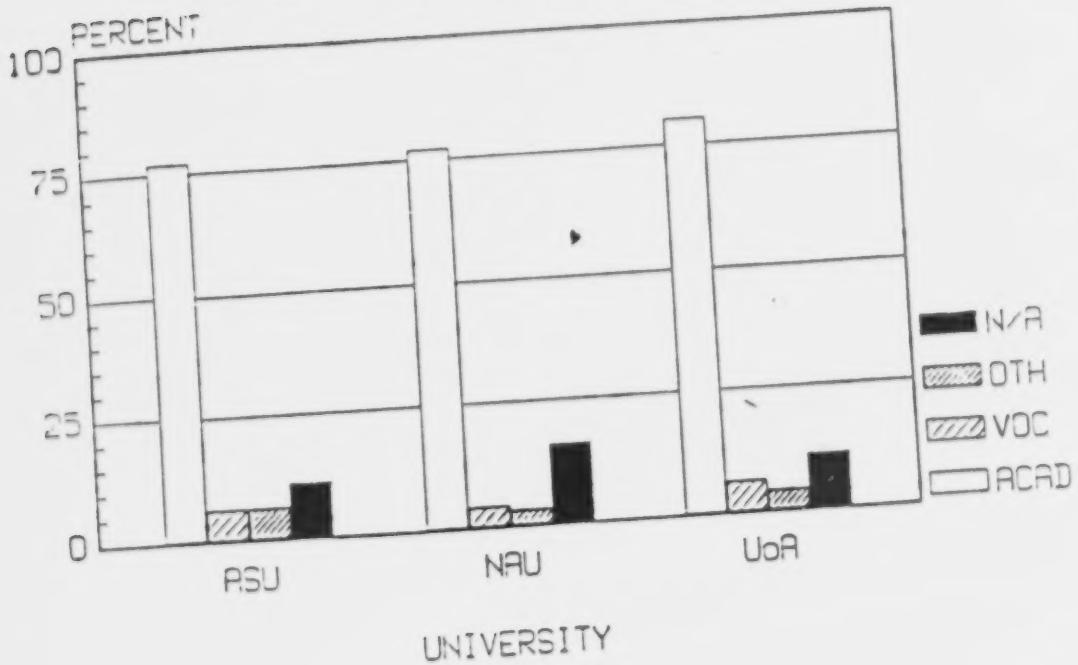
VAR 13 - PROGRAM MAJOR IN H.S.



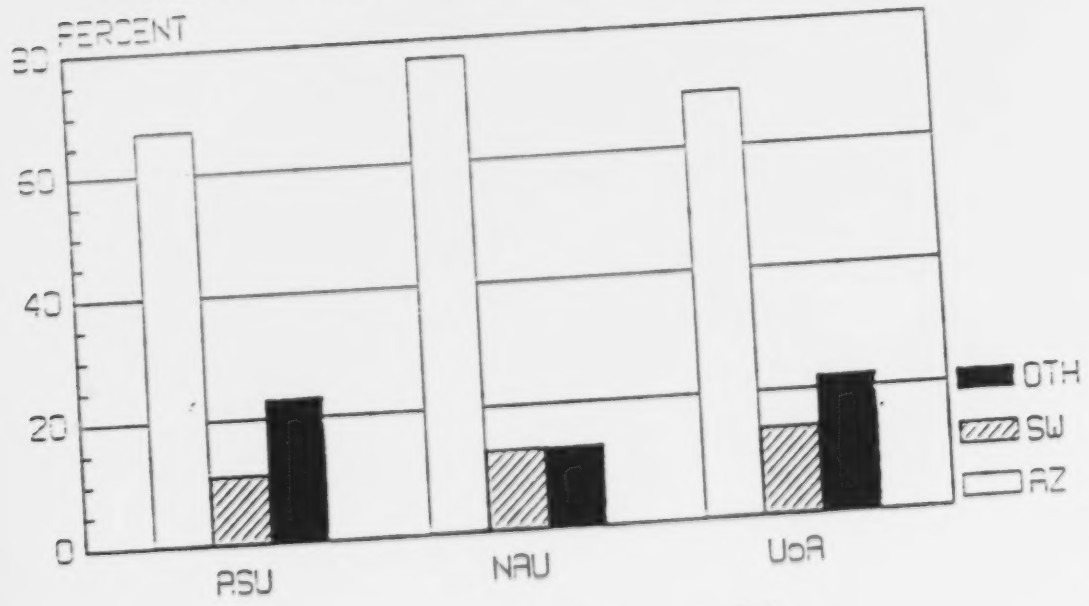
VAR 14 - HIGH SCHOOL ORIGIN BY STATE



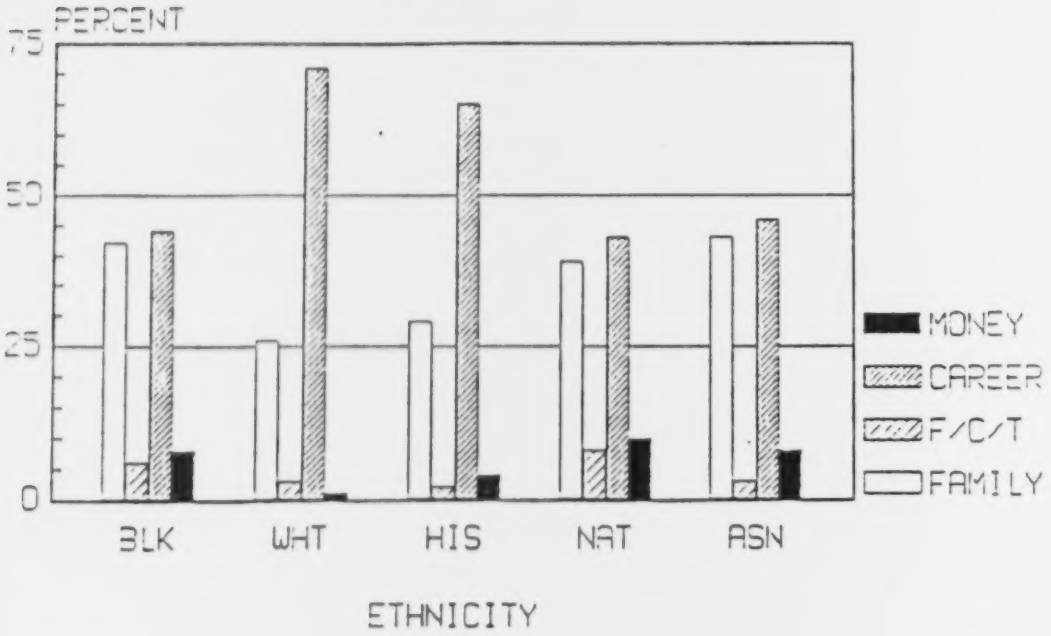
VAR 13 - PROGRAM MAJOR IN H.S.



VAR 14 - HIGH SCHOOL ORIGIN BY STATE

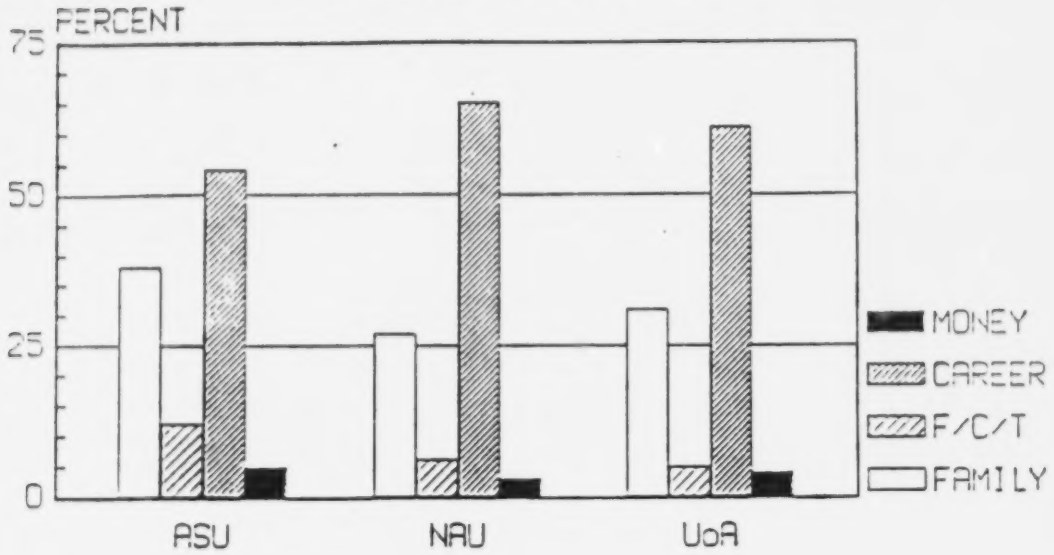


VAR 15 - STRONGEST INFLUENCE TO ATTAIN
H.S. DIPLOMA



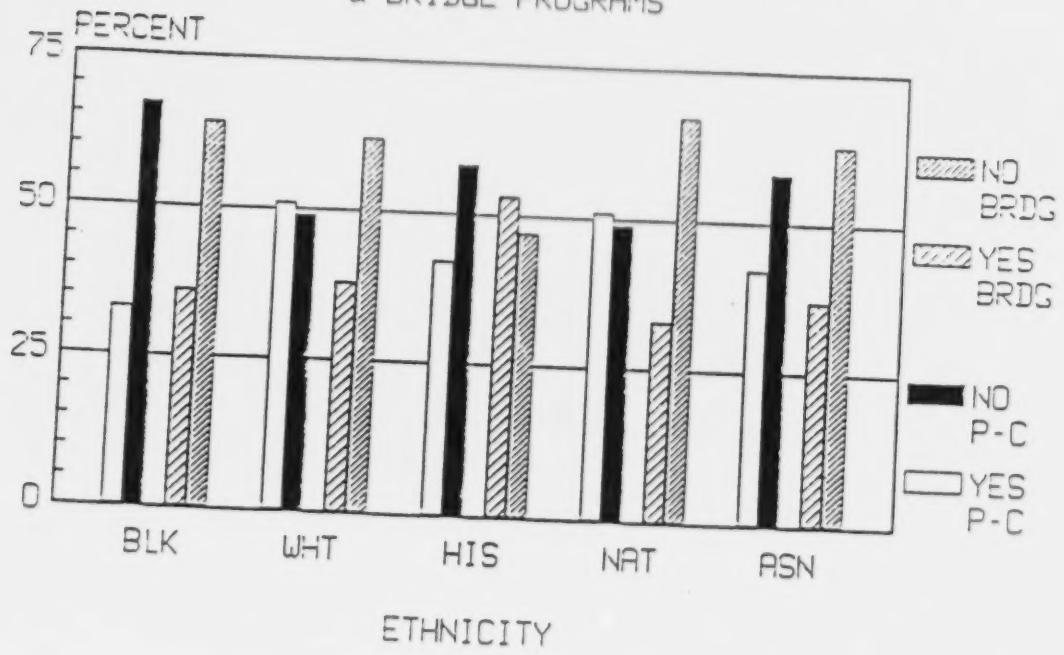
ETHNICITY

VAR 15 - STRONGEST INFLUENCE TO ATTAIN HIGH SCHOOL DIPLOMA

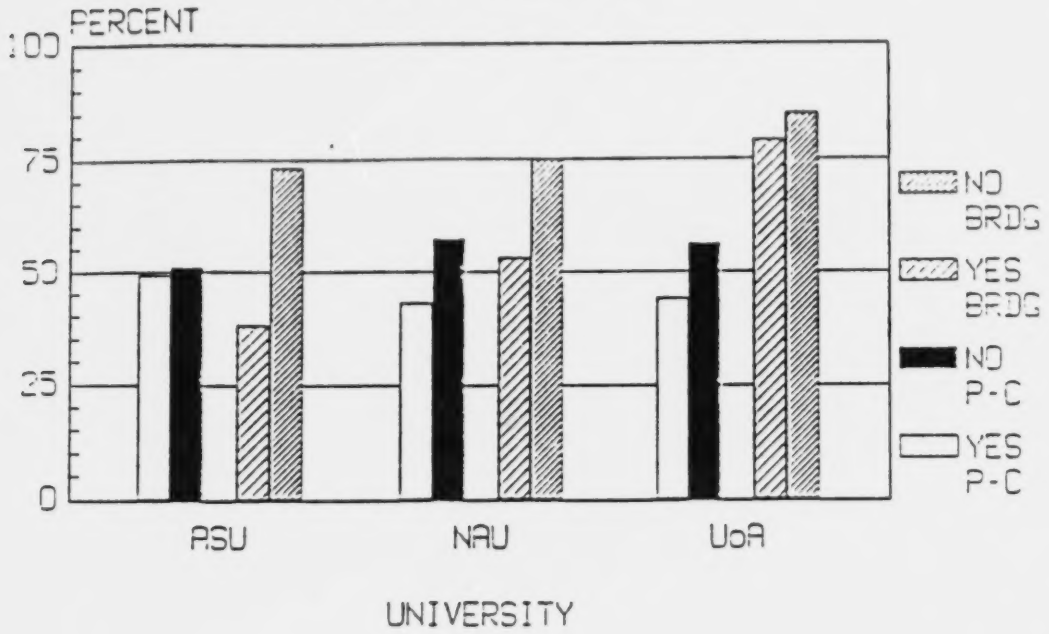


UNIVERSITY

VAR 16 & 17 - PARTICIPATION: PRE-COLLEGE & BRIDGE PROGRAMS



VAR 16 & 17 - PARTICIPATION: PRE-COLLEGE & BRIDGE PROGRAMS



APPENDIX D

HOME ENVIRONMENT DEMOGRAPHICS

1. The kind of home locality (Var 27) of the students is as expected and the majority of Black, White and Asian students and parents are not native to Arizona, whereas the Hispanics and Native Americans are predominantly native (Var 28, 29, 31). Asian parents are predominantly foreign-born and about one quarter of Hispanic parents come from Mexico (Var 30, 32).

STUDENT BACKGROUND AND VALUES

1. Interestingly, the preponderant majority of students lived with both natural parents until age 18 (Var 33).

2. A large percentage of Hispanic and Asian students live at home (Var 34) and at UA, 60 % of the respondents lived at home.

3. The person most influential in making the decision to attend college (Var 35) was mostly the individual student, closely followed by the family, except in the white group where about 75% of the respondents indicated themselves.

4. The most influential factor in selecting the university being attended was location and environment, followed closely by advice from family and desired academic program (Var 36).

5. The importance of the degree is unquestionable (Var 37) and the reasons for seeking the degree is mainly career aspirations followed closely by the desire to become an educated person (Var 38), except for Blacks who have the highest monetary interest.

OCCUPATION OF PARENTS

1. Occupation of fathers are distributed over all types, but with Executive, Professional and Technical dominant in Variable 18 and Construction dominant in Variable 19. Note the high unemployment among Native Americans.

2. Occupation of mothers is dominant in Homemakers and Clerical in Variable 20.

FAMILY LANGUAGE, EDUCATION AND FINANCES

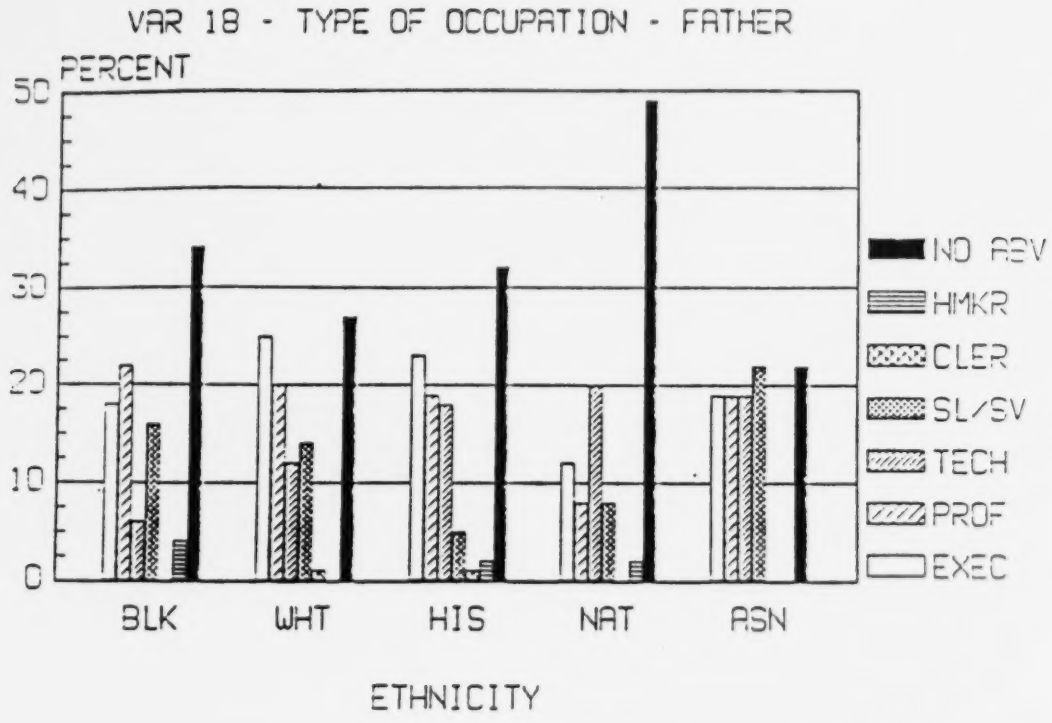
1. As expected, the primary language used in the home, when other than English, is reflected by more than 50% of the Hispanic, Native American and Asian students (Var 22).

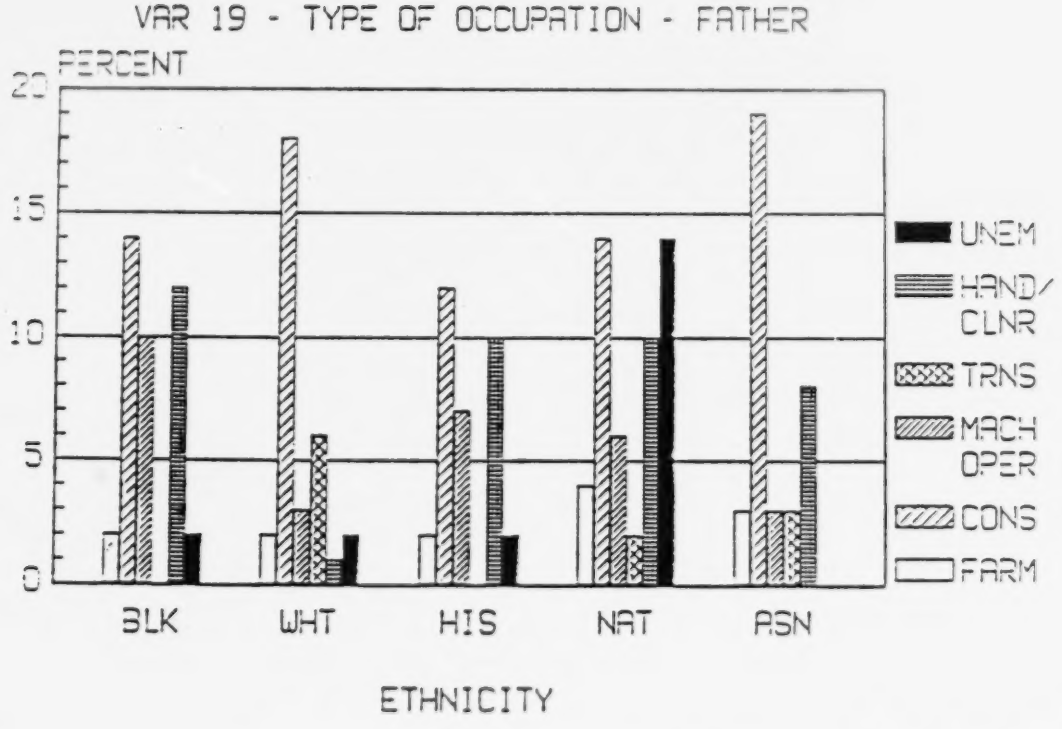
2. The educational level of the father (Var 23) at the post-graduate level is highest among Blacks and Asians, followed closely by Whites, and Asians also have the highest percentage of bachelor degrees. Native American fathers are the least educated of all groups.

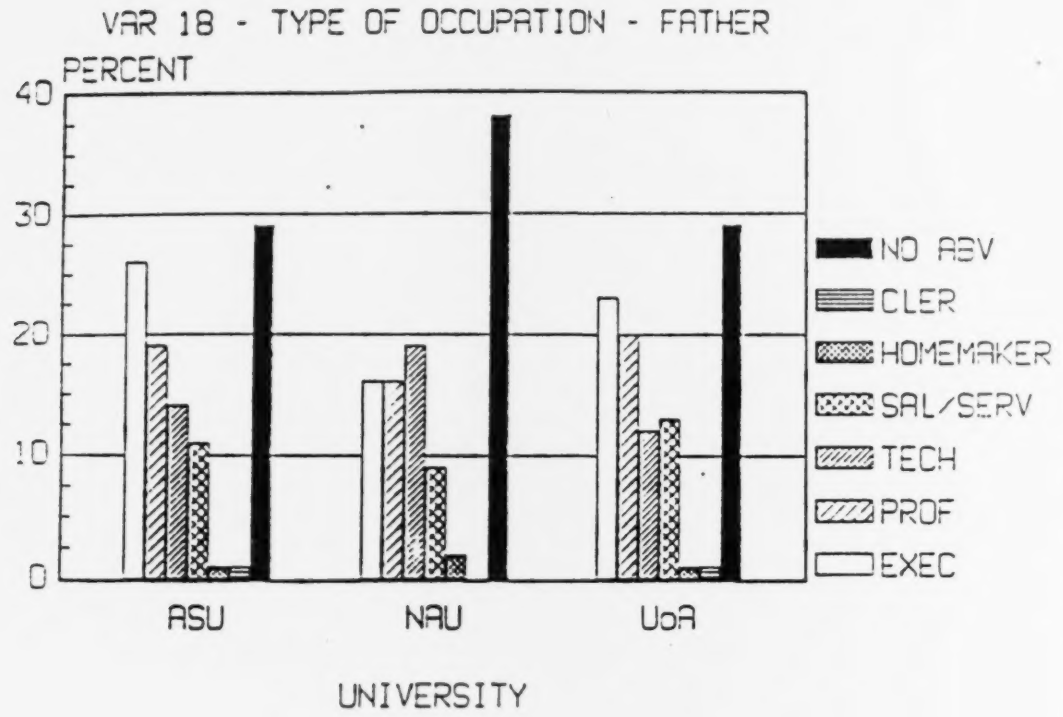
3. Among mothers (Var 24), the high school diploma is most common in all groups, with Hispanics predominating.

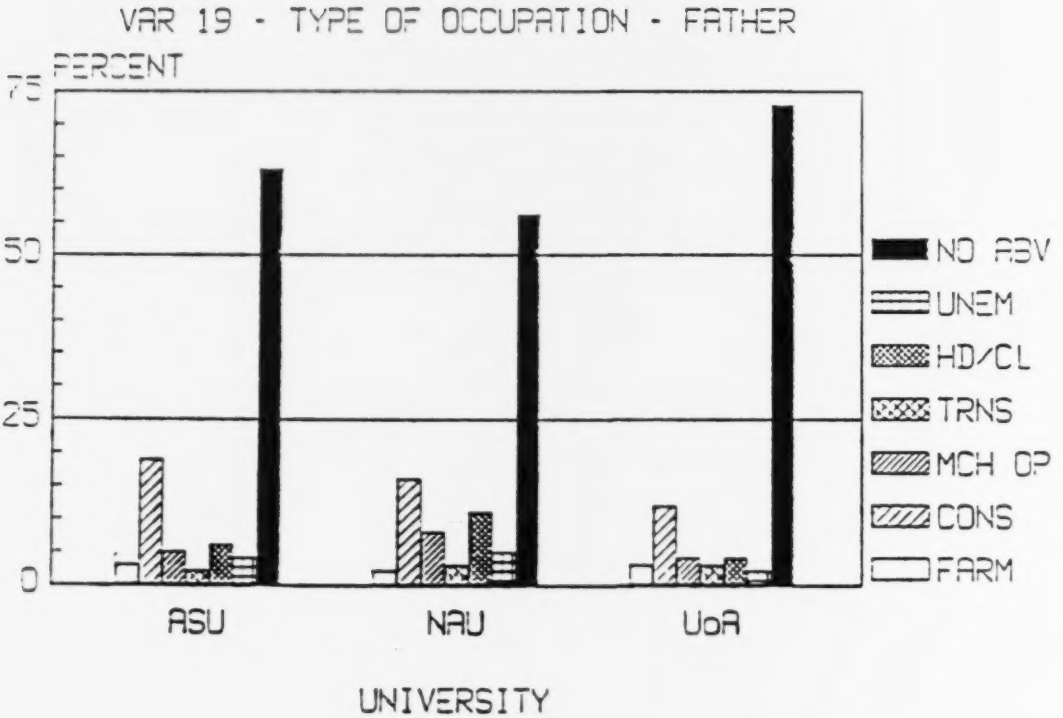
4. Almost one third or more of the students surveyed did not know the income of their parents (Var 25).

5. Personal income of students not dependent upon their parents for support shows interesting variations between the three universities (Var 26). A large proportion of UA students have incomes of less than one thousand dollars followed closely by ASU and least at NAU.

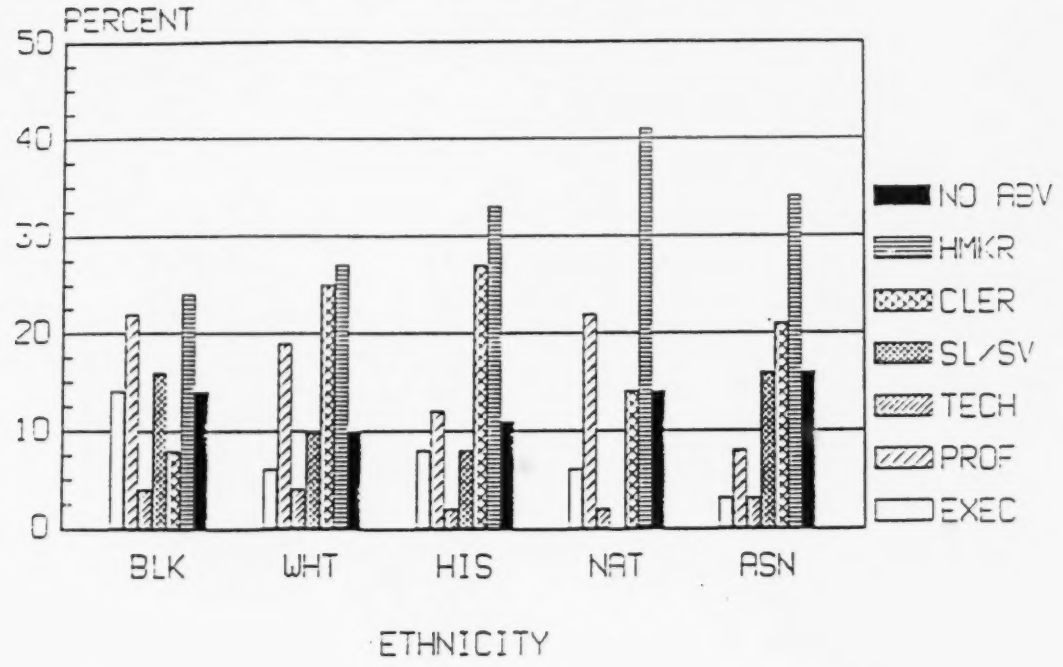

VAR 18 - TYPE OF OCCUPATION - FATHER
PERCENT
50
40
30
20
10
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
NO REV
HMKR
CLER
SL/SV
TECH
PROF
EXEC


VAR 19 - TYPE OF OCCUPATION - FATHER
PERCENT
20
15
10
5
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
UNEM
HAND/
CLNR
TRNS
MACH
OPER
CONS
FARM

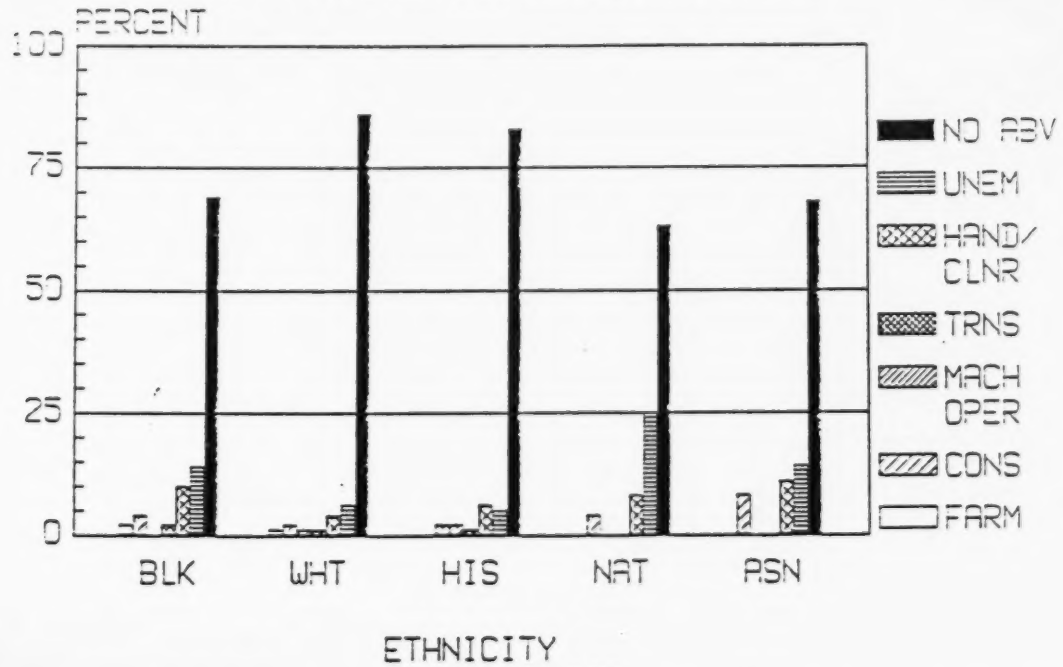

VAR 18 - TYPE OF OCCUPATION - FATHER
PERCENT
40
30
20
10
0
NO ABV
CLER
HOMEMAKER
SAL/SERV
TECH
PROF
EXEC
ASU
NAU
UoA
UNIVERSITY

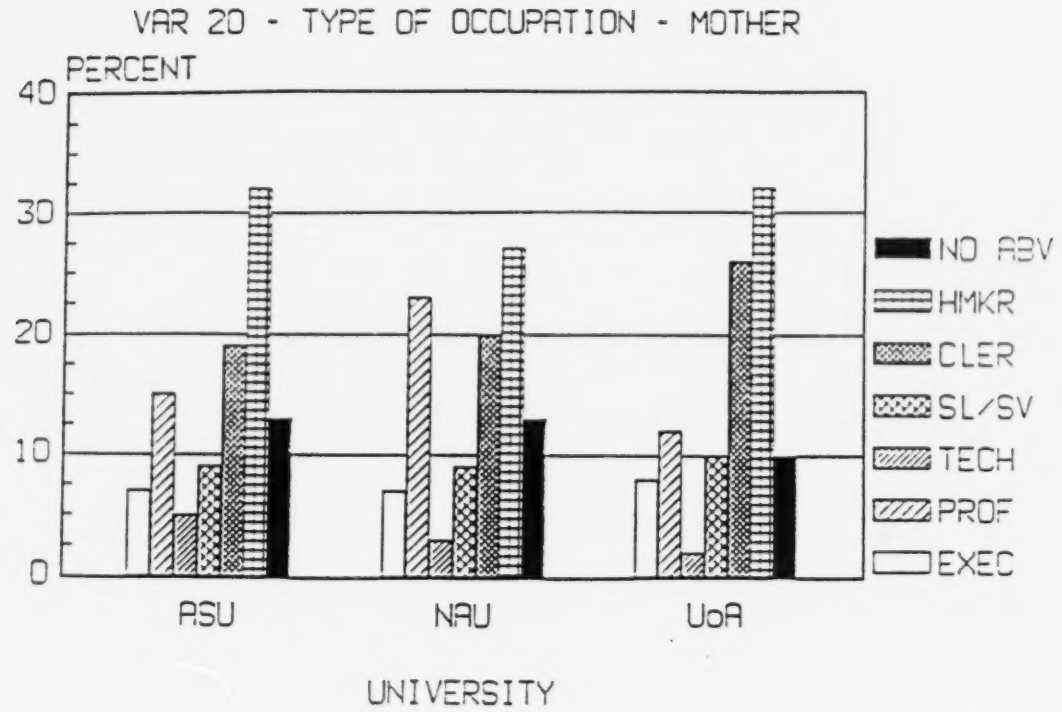

VAR 19 - TYPE OF OCCUPATION - FATHER
PERCENT
75
50
25
0
NO ABV
UNEM
HD/CL
TRNS
MCH OP
CONS
FARM
ASU
NAU
UoA
UNIVERSITY

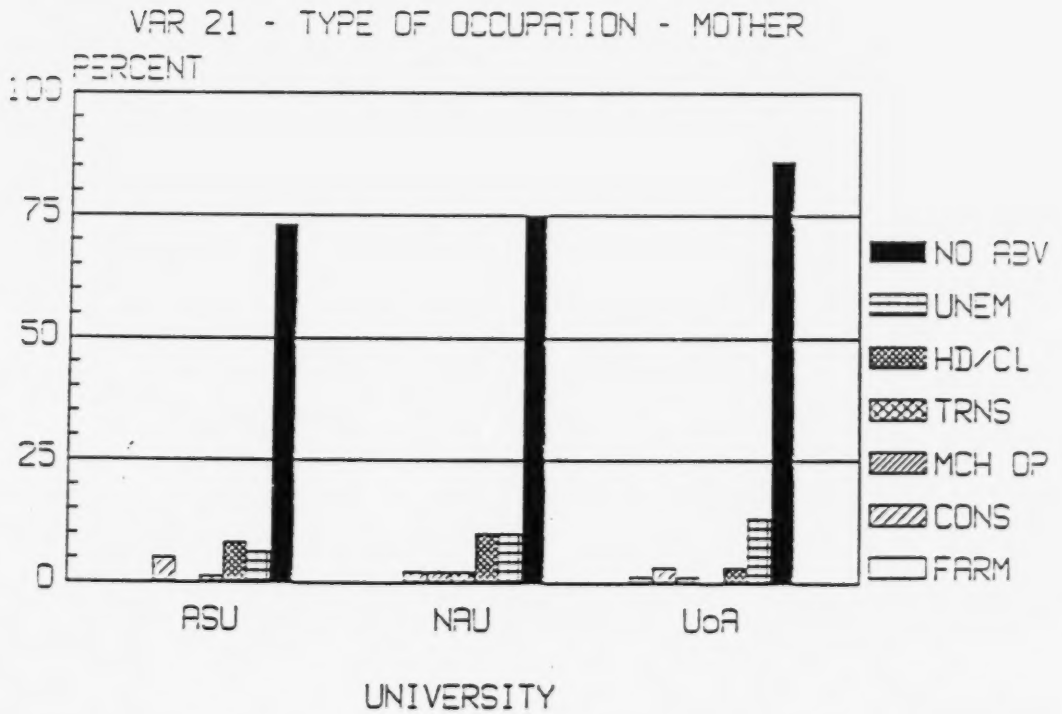
VAR - 20 TYPE OF OCCUPATION - MOTHER

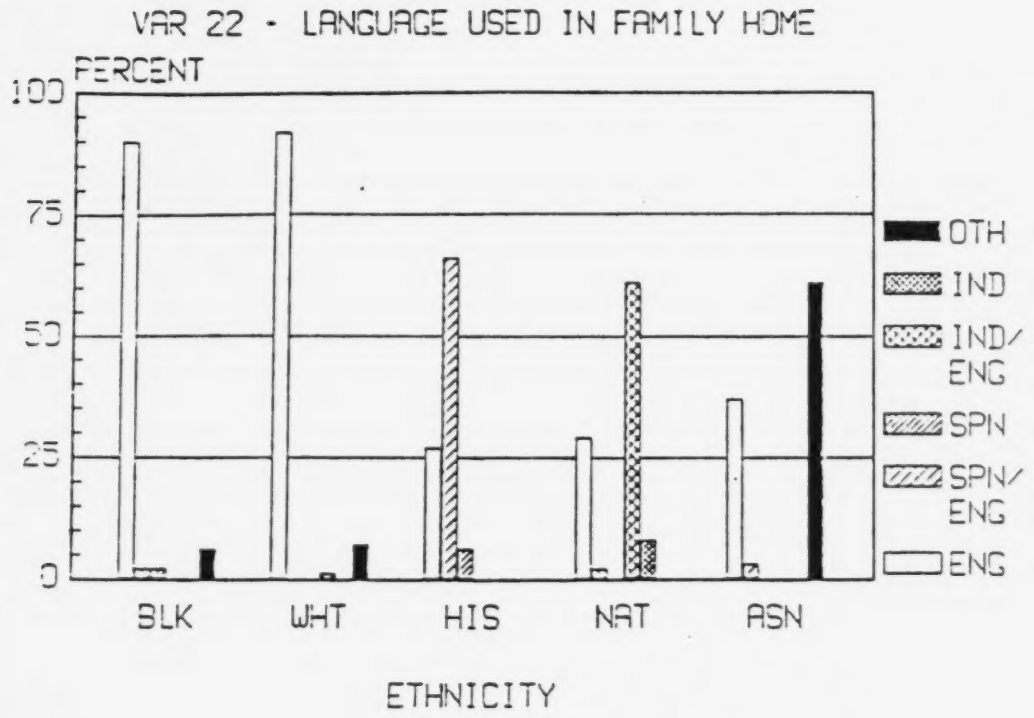


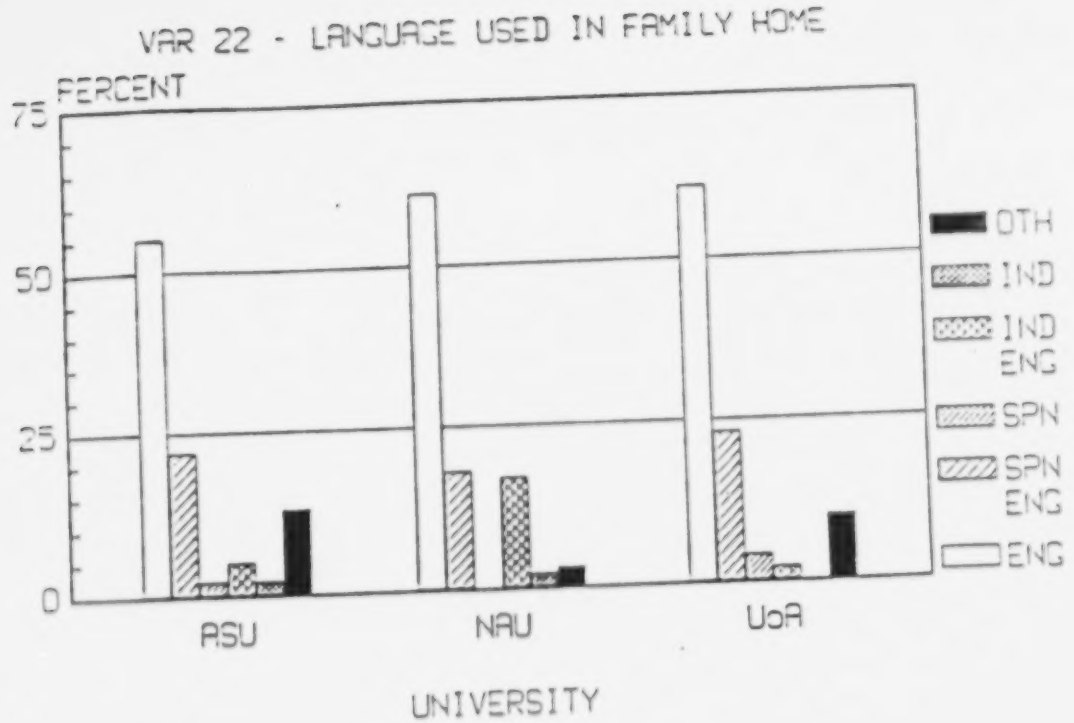
VAR 21 - TYPE OF OCCUPATION - MOTHER



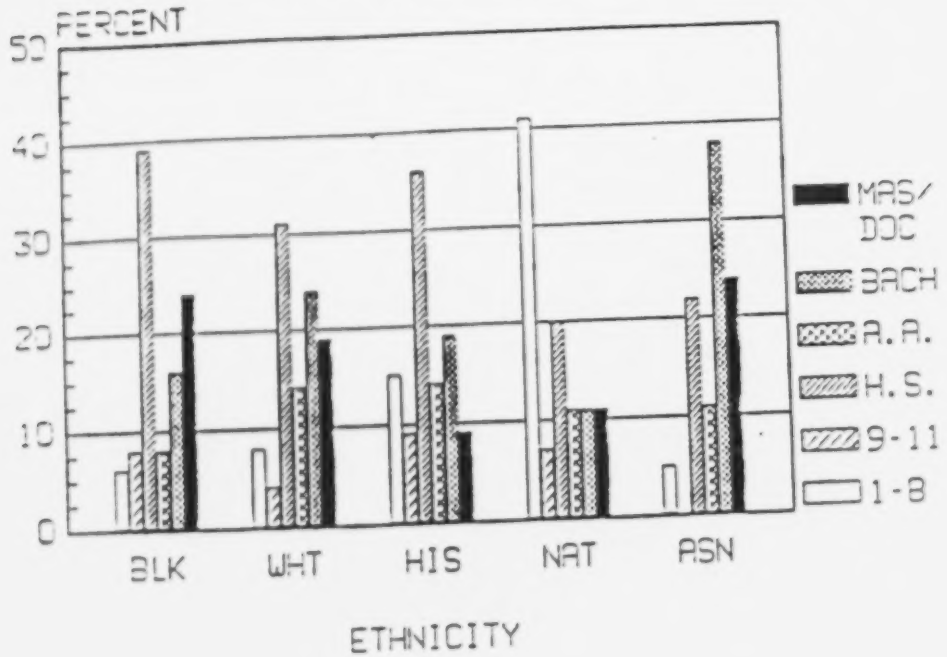

VAR 20 - TYPE OF OCCUPATION - MOTHER
PERCENT
40
30
20
10
0
NO ABV
HMKR
CLER
SL/SV
TECH
PROF
EXEC
ASU
NAU
UoA
UNIVERSITY


VAR 21 - TYPE OF OCCUPATION - MOTHER
PERCENT
100
75
50
25
0
NO ABV
UNEM
HD/CL
TRNS
MCH OP
CONS
FARM
ASU
NAU
UoA
UNIVERSITY

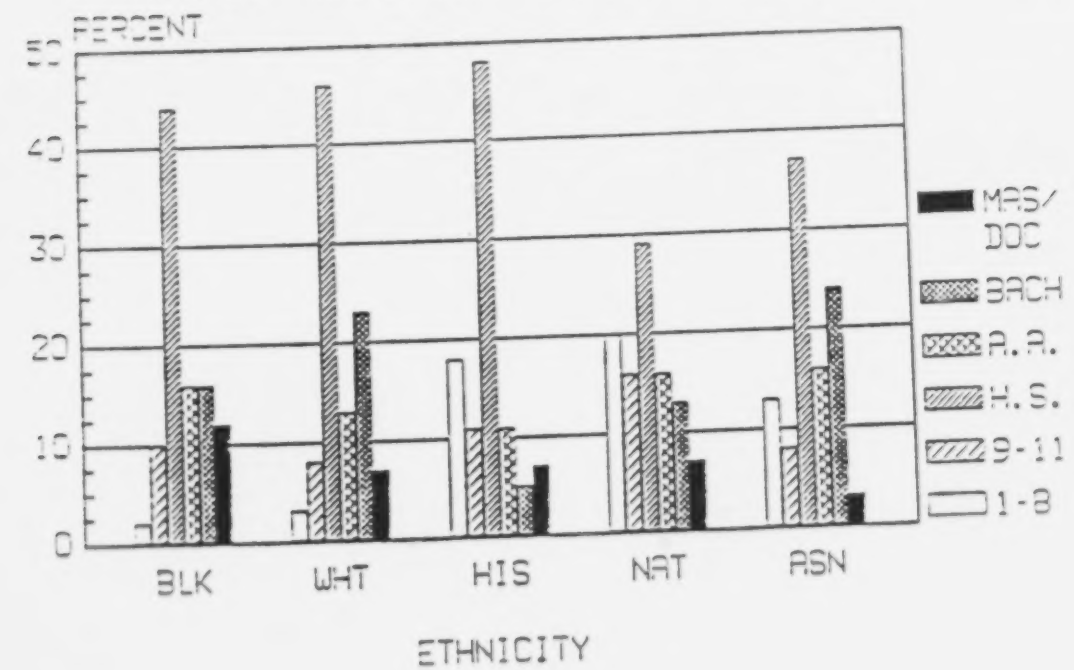

VAR 22 - LANGUAGE USED IN FAMILY HOME
PERCENT
100
75
50
25
0
OTH
IND
IND/ ENG
SPN
SPN/ ENG
ENG
BLK
WHT
HIS
NAT
ASN
ETHNICITY


VAR 22 - LANGUAGE USED IN FAMILY HOME
PERCENT
75
50
25
0
ASU
NAU
UofA
UNIVERSITY
OTH
IND
IND ENG
SPN
SPN ENG
ENG

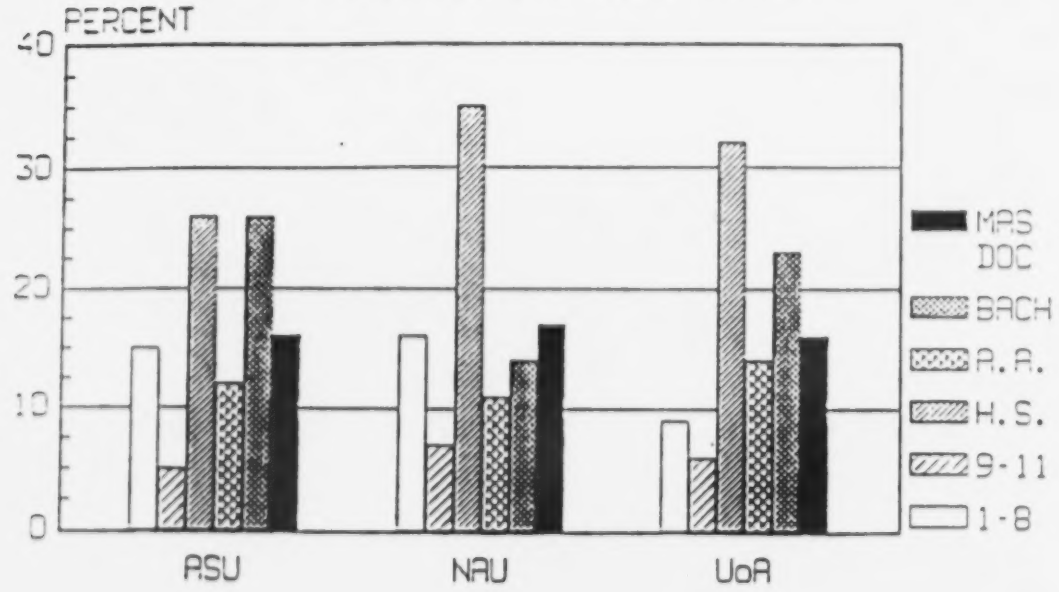
VAR 23 - EDUCATIONAL LEVEL OF FATHER



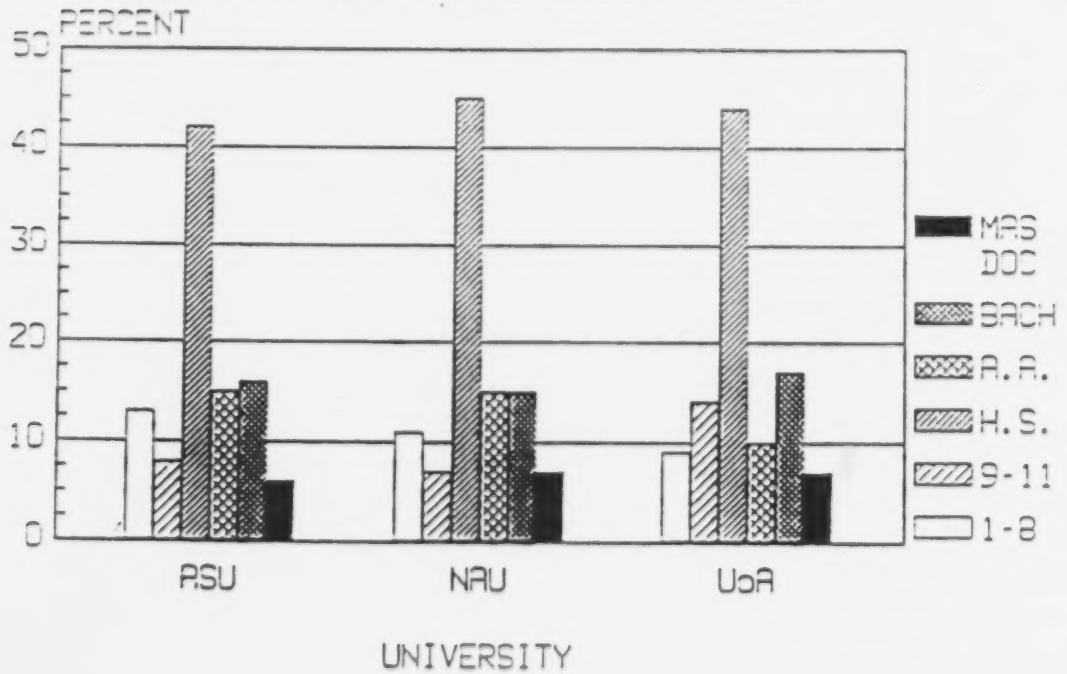
VAR 24 - EDUCATIONAL LEVEL OF MOTHER



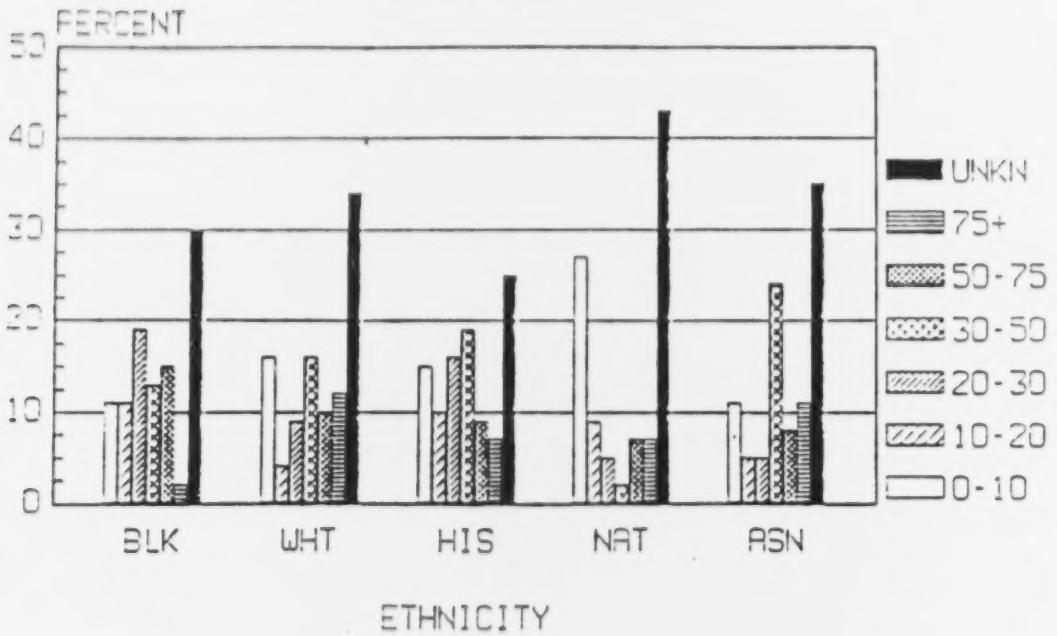
VAR 23 - EDUCATIONAL LEVEL OF FATHER



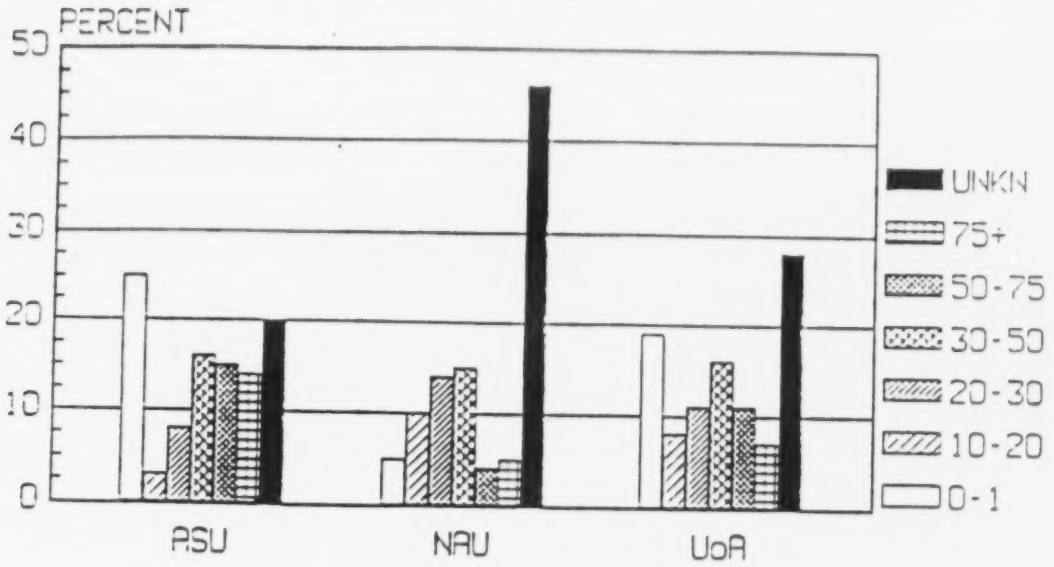
VAR 24 - EDUCATIONAL LEVEL OF MOTHER



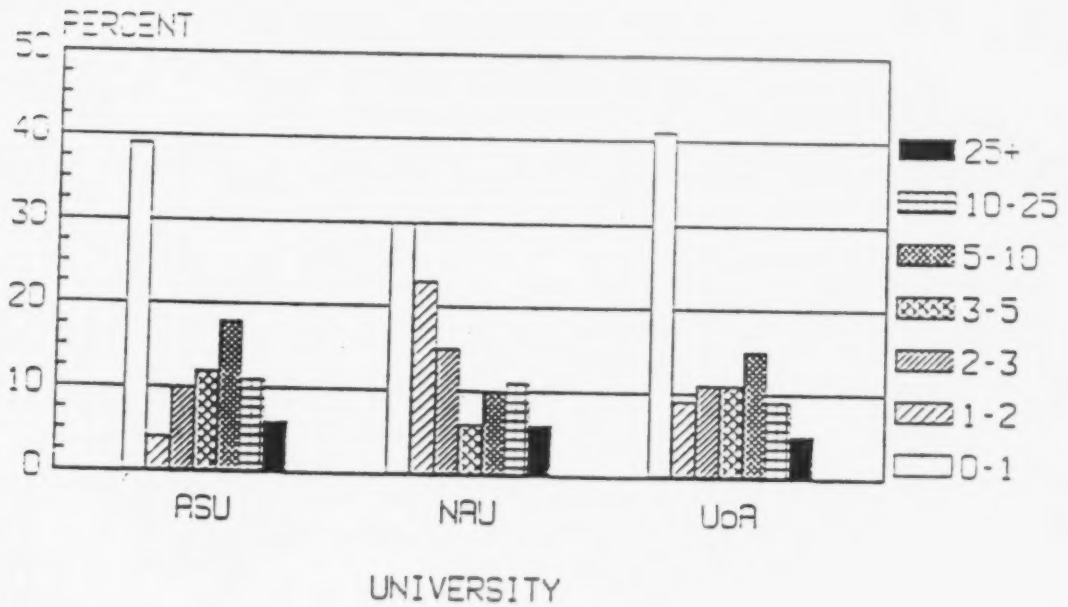
VAR 25 - PARENTS INCOME IN 1987
IN THOUSANDS



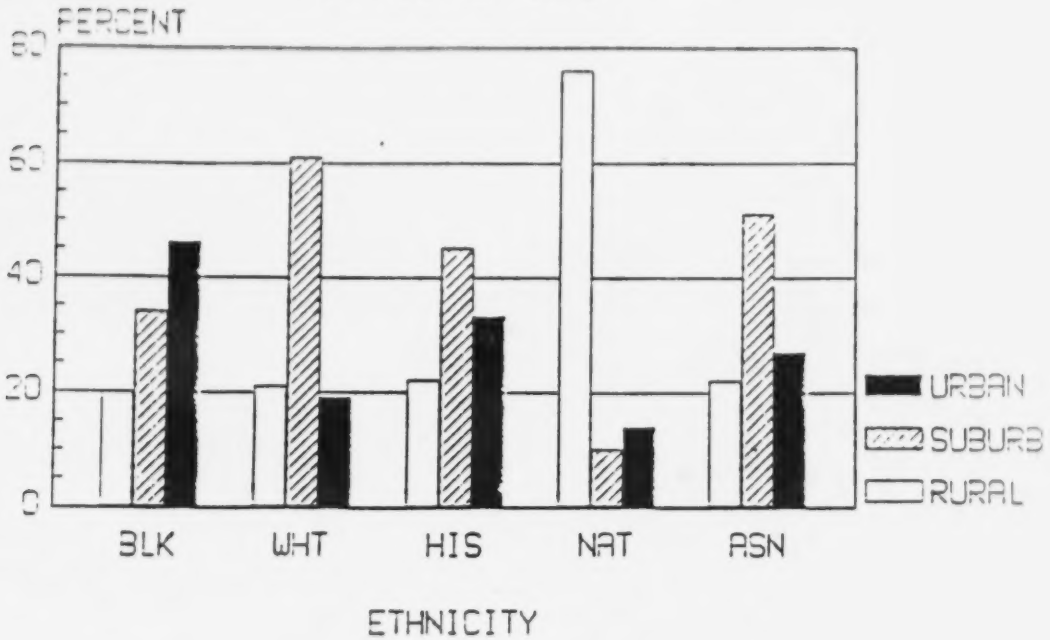
VAR 25 -PARENTS INCOME IN 1987
IN THOUSANDS



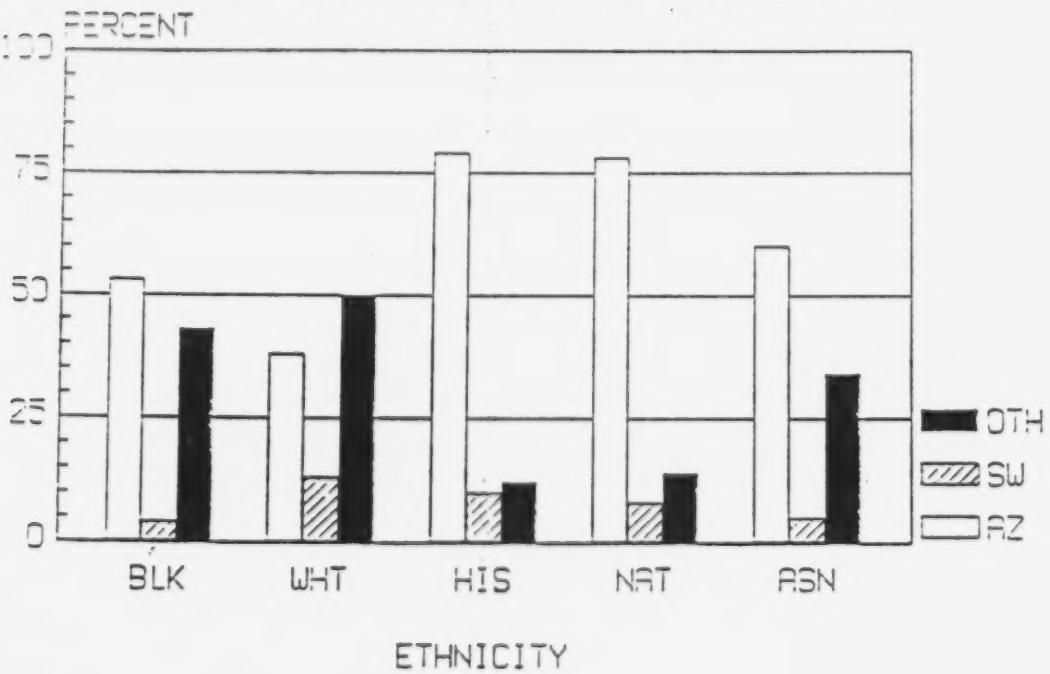
VAR 26 - PERSONAL INCOME IN 1987
IN THOUSANDS



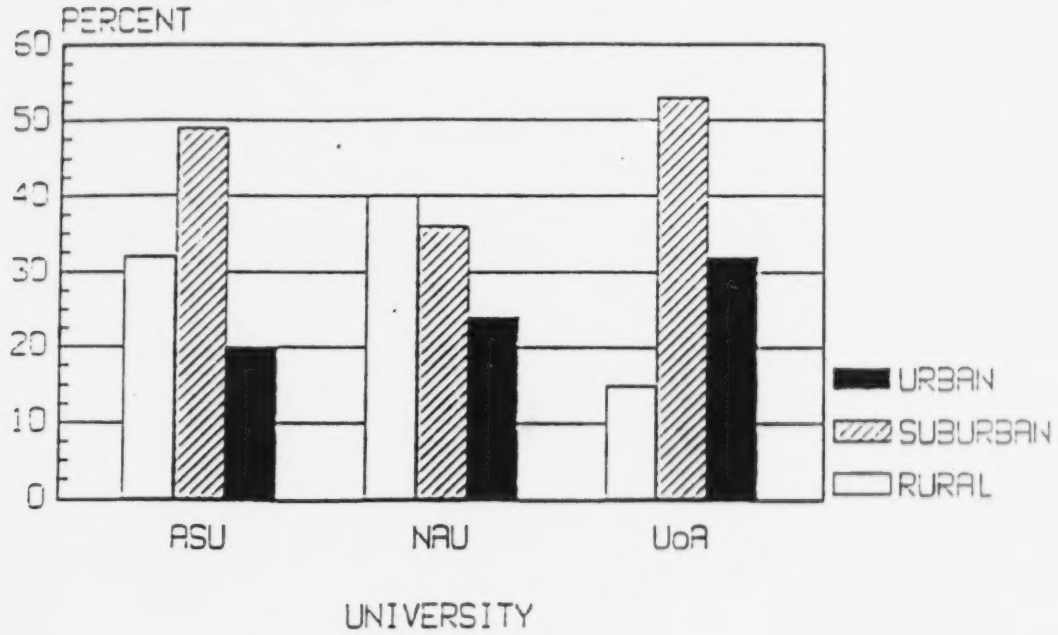
VAR 27 - KIND OF LOCALITY LIVED IN MOST OF LIFE



VAR 28 - STATE LIVED IN MOST TO AGE 18

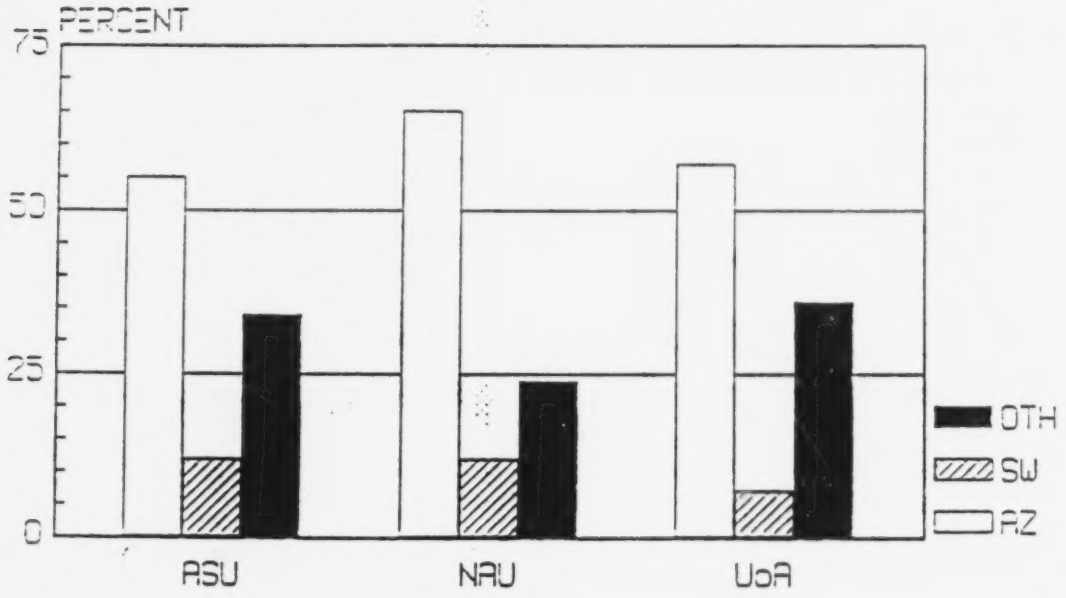


VAR 27 - KIND OF LOCALITY LIVED IN MOST OF LIFE



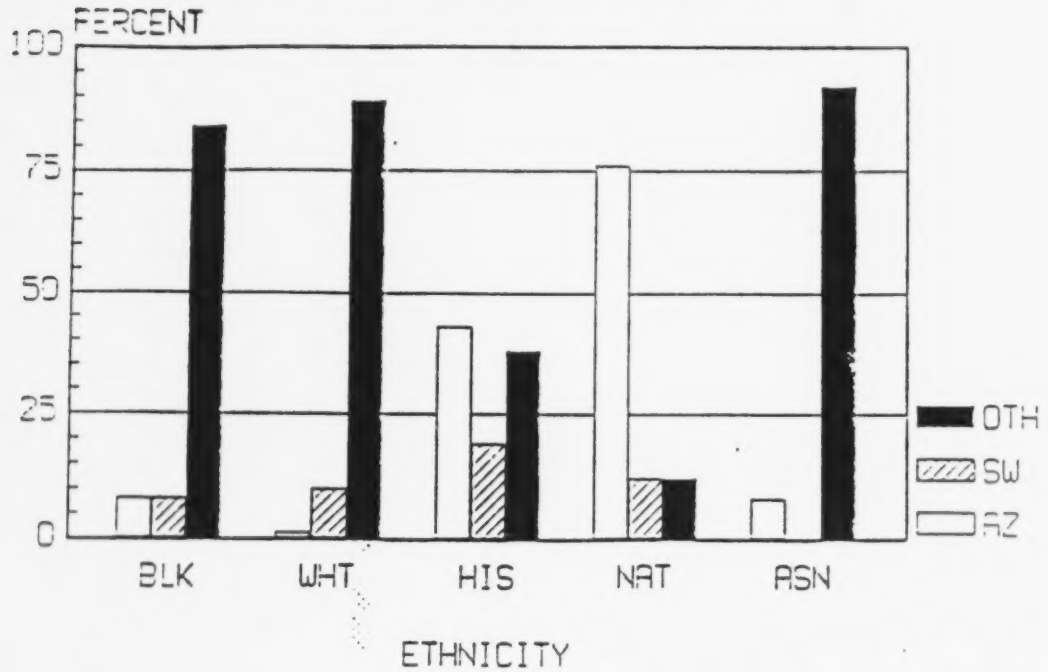
UNIVERSITY

VAR 28 - STATE LIVED IN MOST TO AGE 18

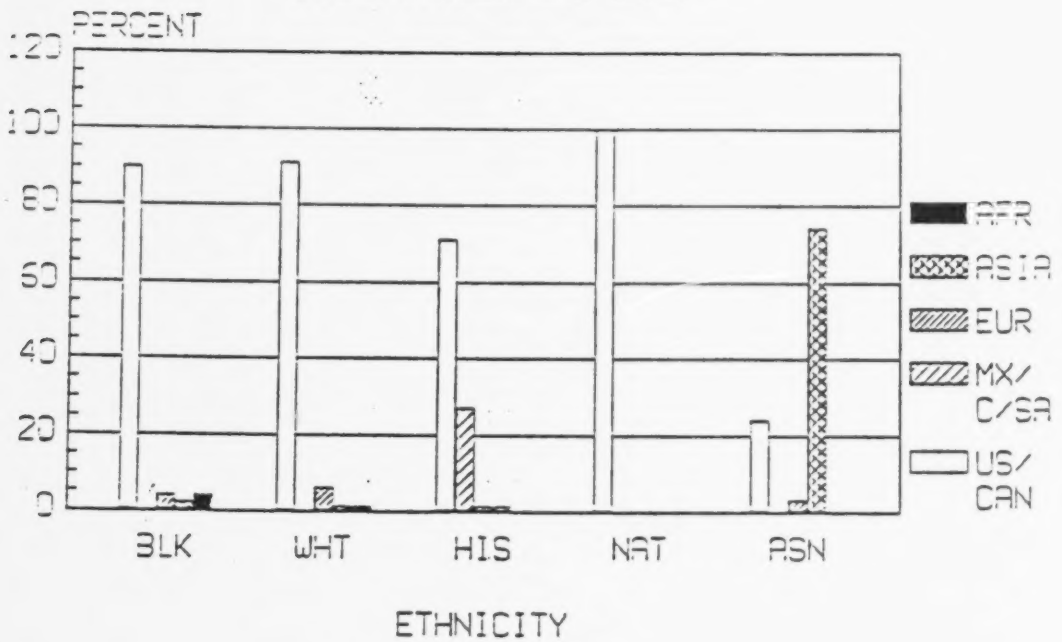


UNIVERSITY

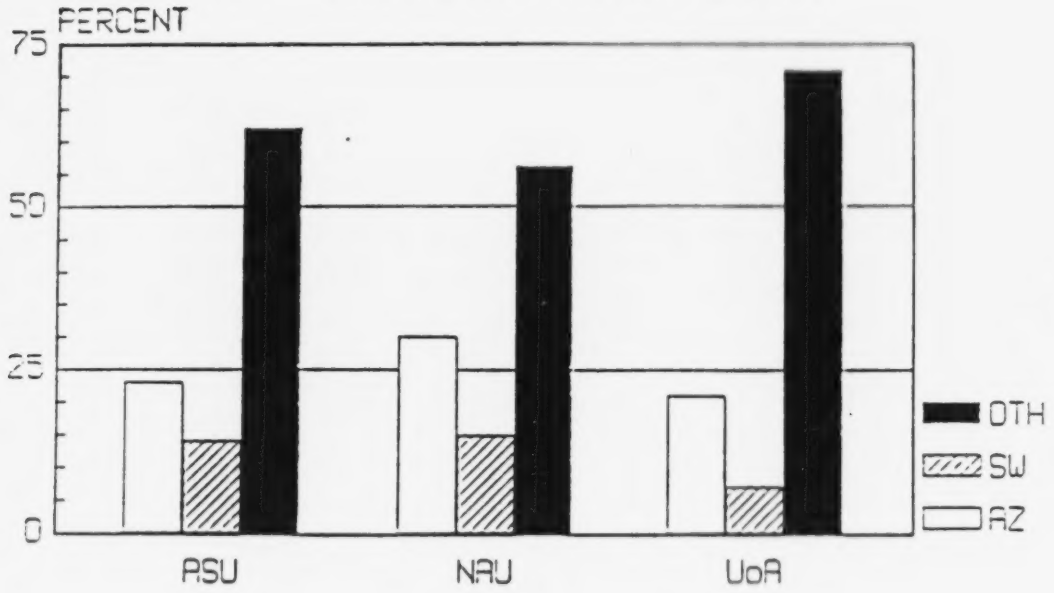
VAR 29 - STATE WHERE FATHER WAS BORN



VAR 30 - COUNTRY / CONTINENT
WHERE FATHER WAS BORN

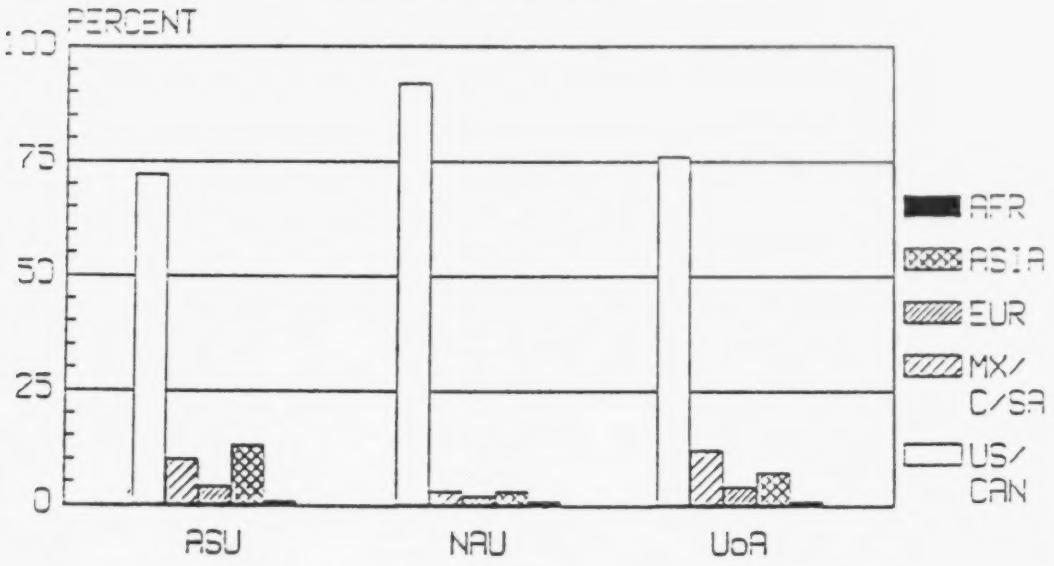


VAR 29 - STATE WHERE FATHER WAS BORN



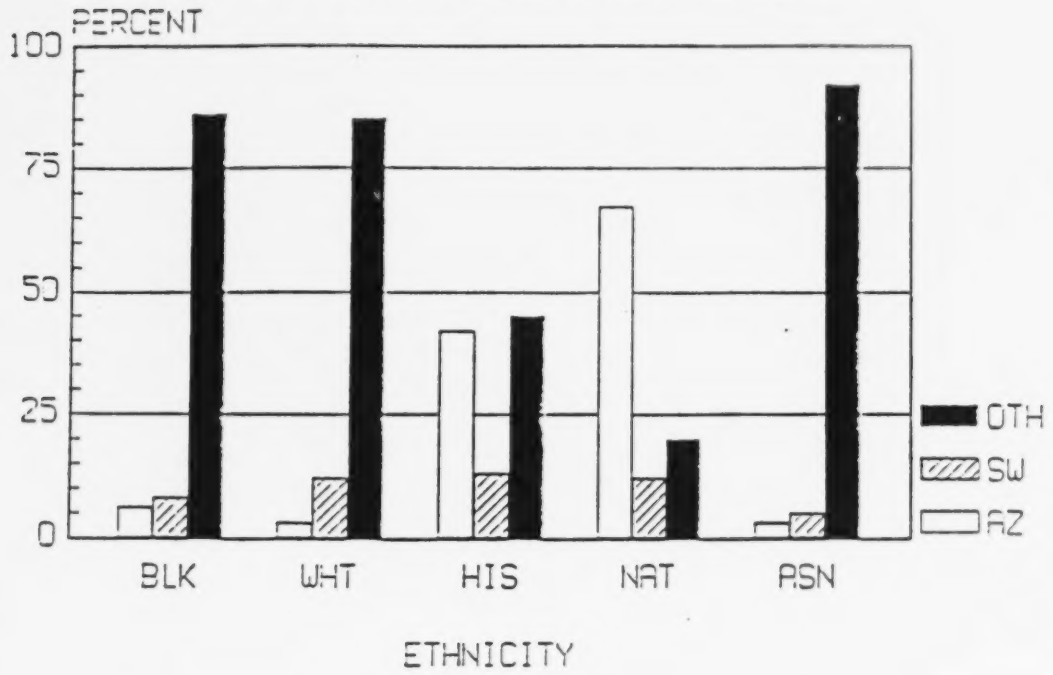
UNIVERSITY

VAR 30 - COUNTRY/CONTINENT WHERE FATHER WAS BORN

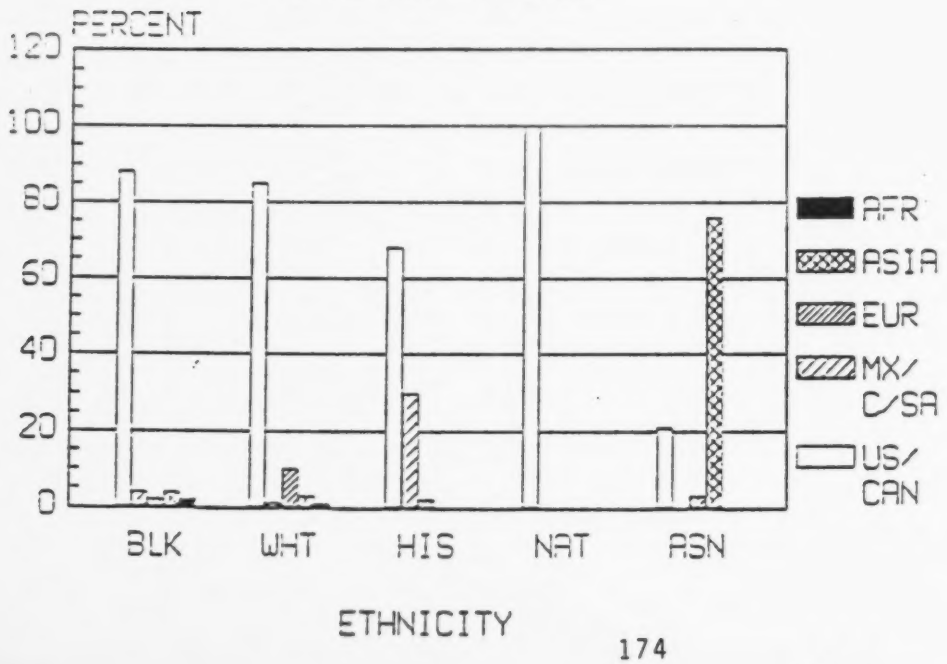


UNIVERSITY

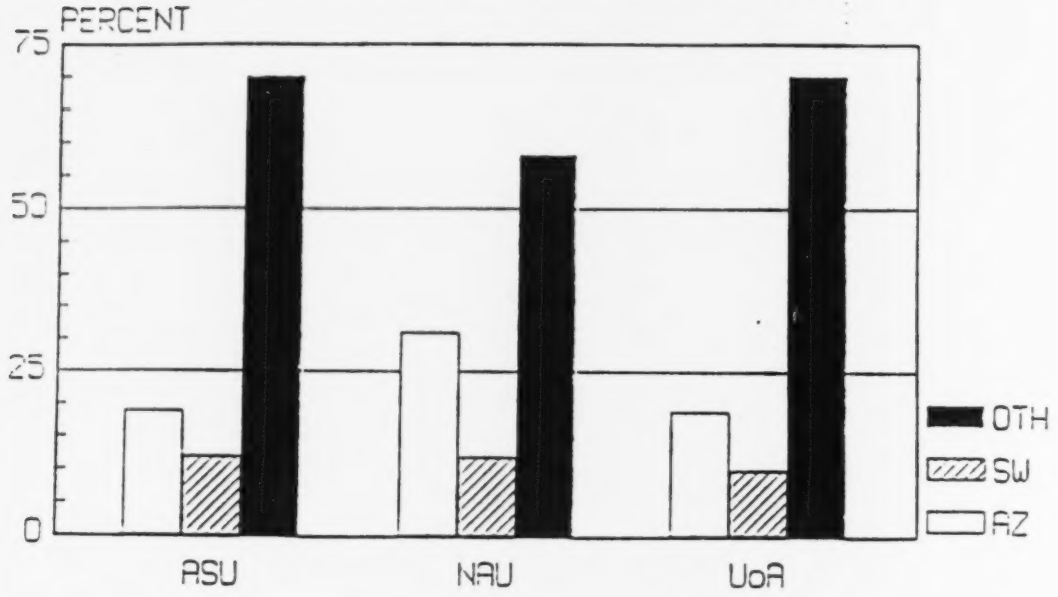
VAR 31 - STATE WHERE MOTHER WAS BORN



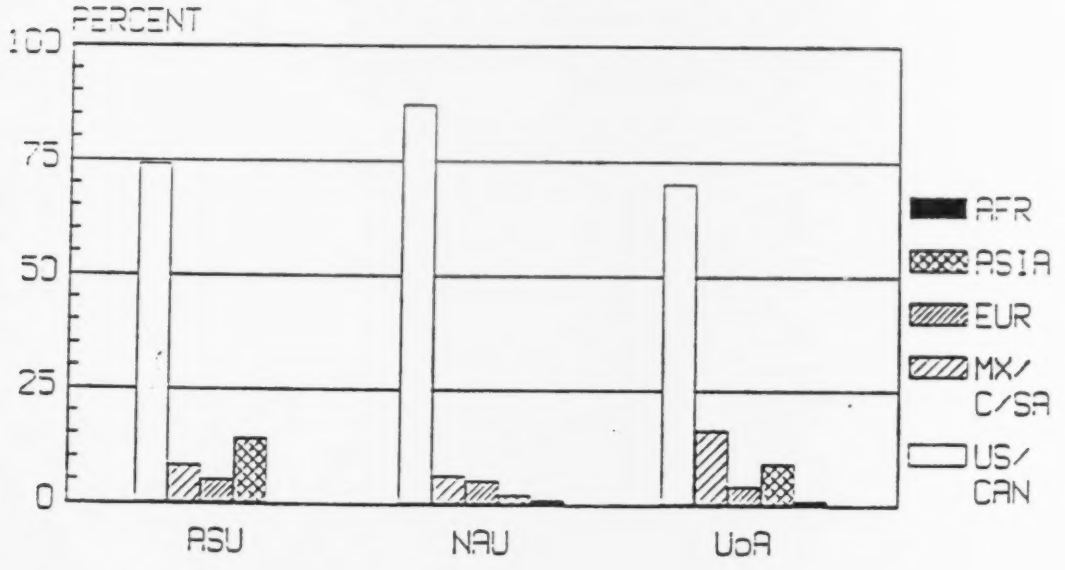
VAR 32 - COUNTRY / CONTINENT
MOTHER BIRTHPLACE



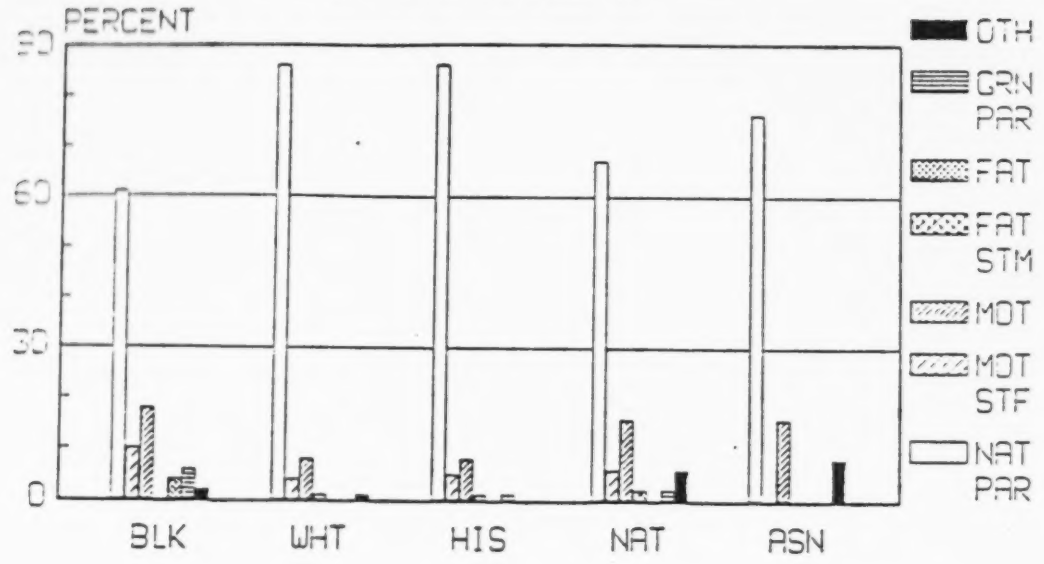
VAR 31 - STATE WHERE MOTHER WAS BORN



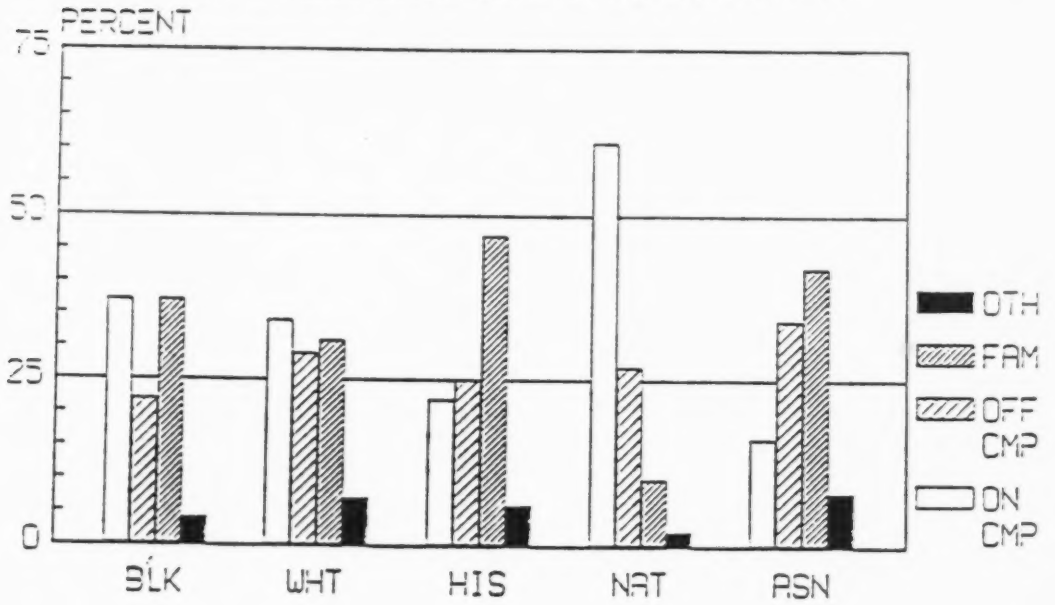
VAR 32 - COUNTRY/CONTINENT WHERE MOTHER WAS BORN



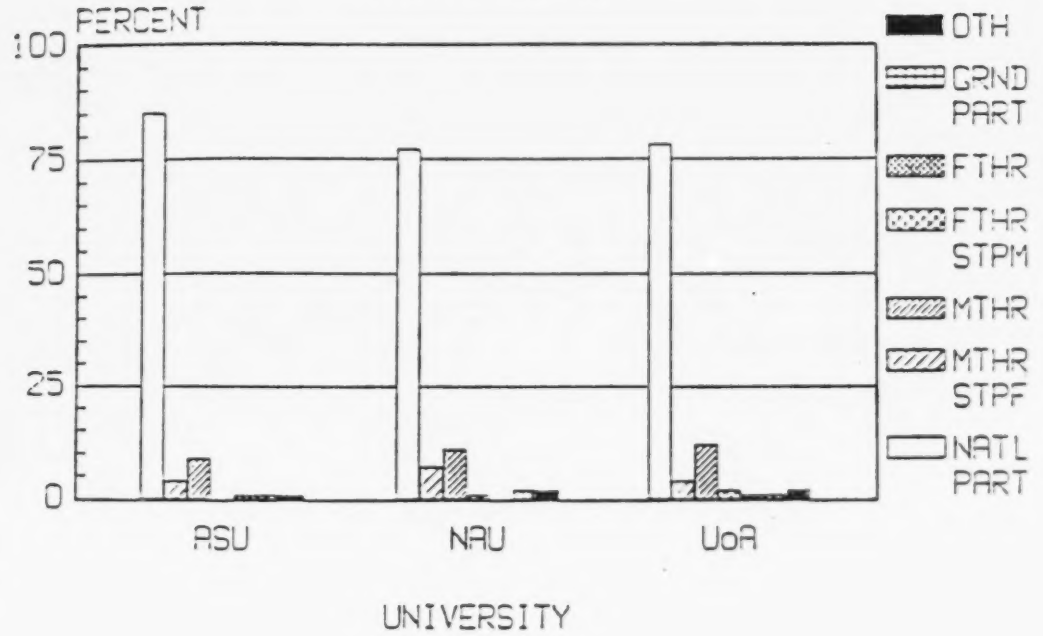
VAR 33 - WITH WHOM LIVED MOST
OF TIME TO AGE 18



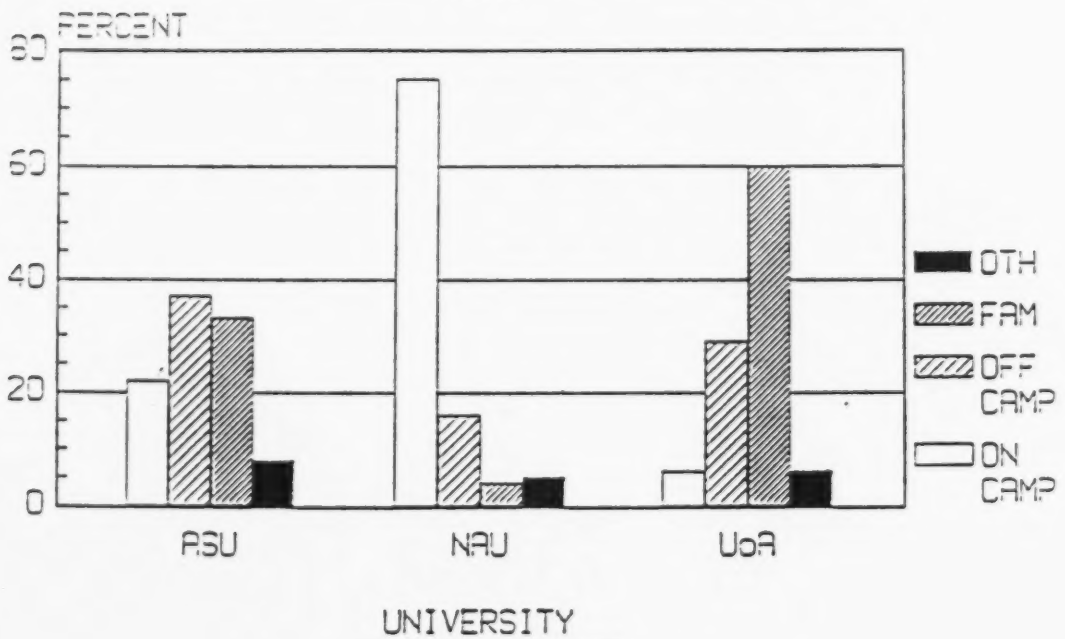
VAR 34 - RESIDENCE DURING ACADEMIC YEAR

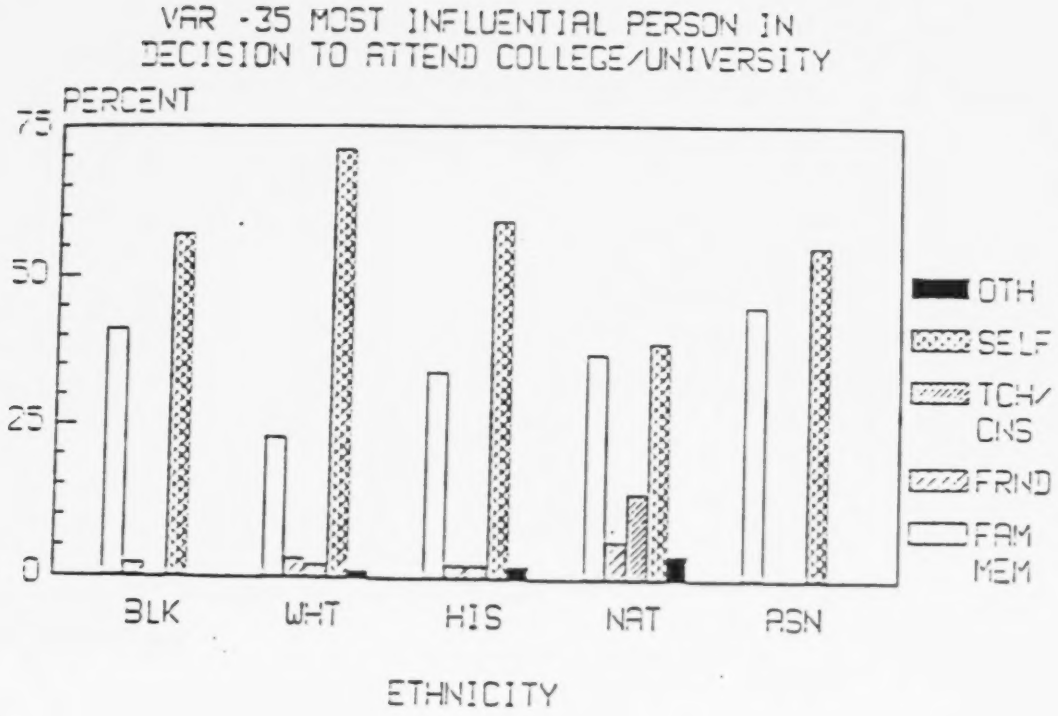


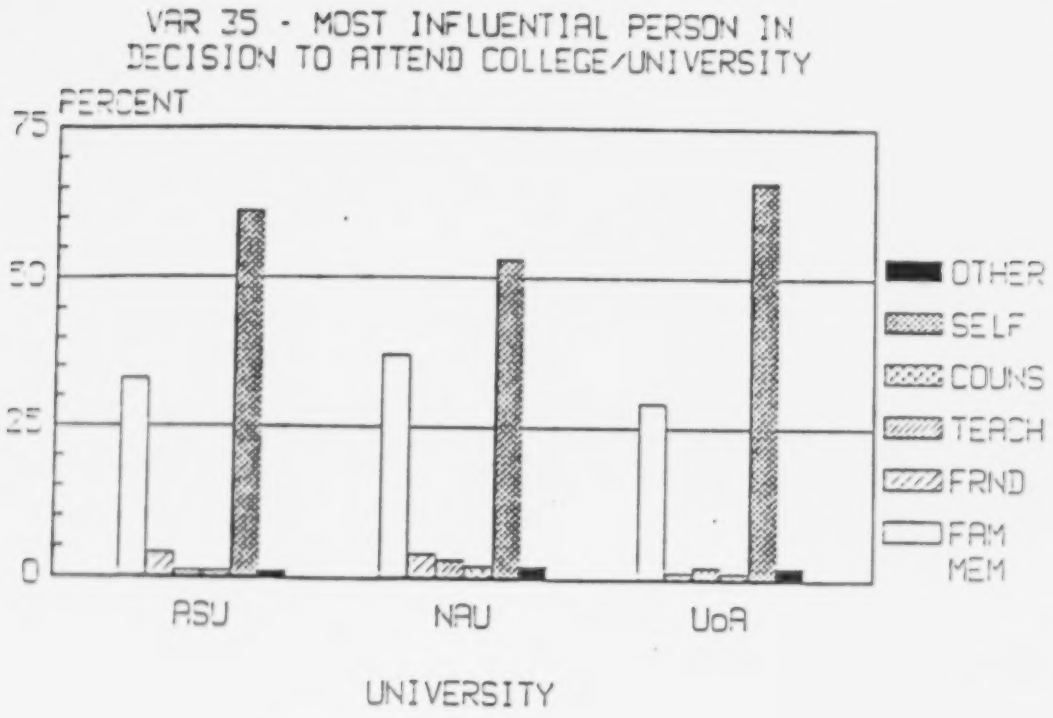
VAR 33 - WITH WHOM LIVED MOST OF TIME TO AGE 18



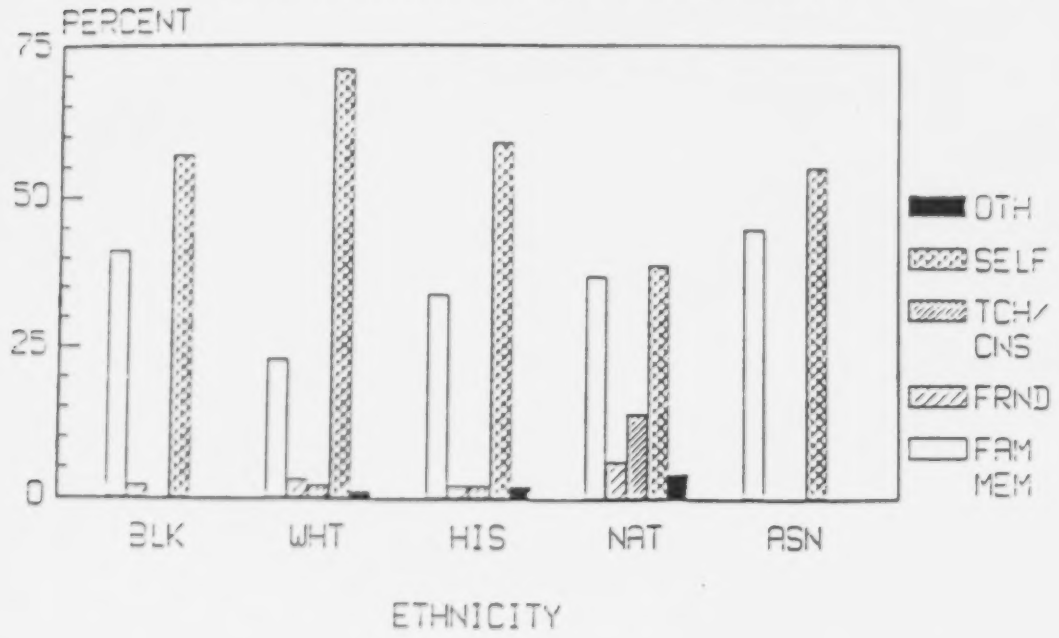
VAR 34 - RESIDENCE DURING ACADEMIC YEAR



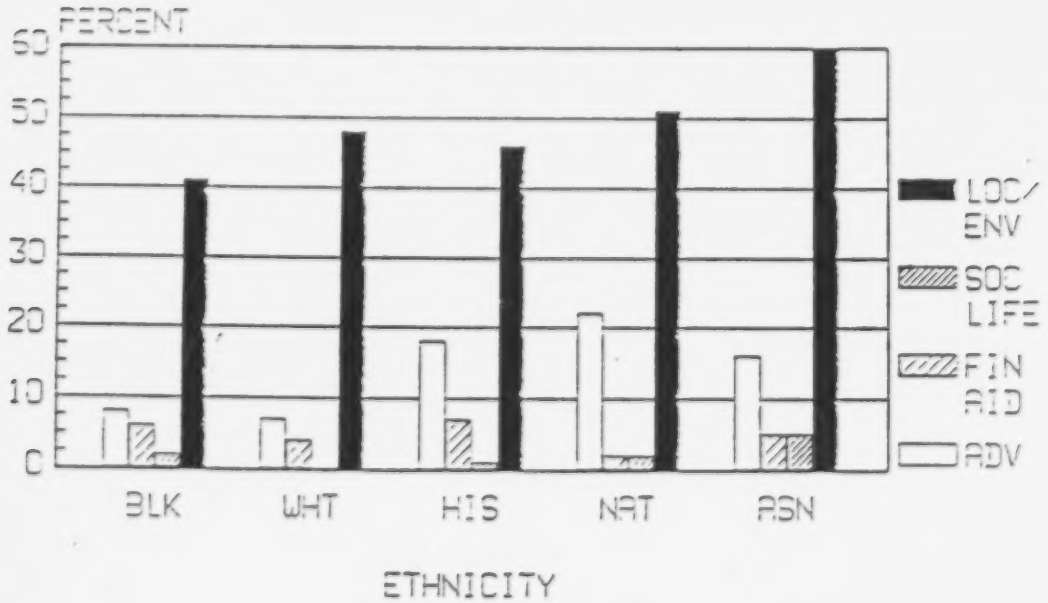

VAR -35 MOST INFLUENTIAL PERSON IN
DECISION TO ATTEND COLLEGE/UNIVERSITY
PERCENT
75
50
25
0
BLK
WHT
HIS
NAT
PSN
ETHNICITY
OTH
SELF
TCH/
CNS
FRND
FAM
MEM


VAR 35 - MOST INFLUENTIAL PERSON IN
DECISION TO ATTEND COLLEGE/UNIVERSITY
PERCENT
75
50
25
0
OTHER
SELF
COUNS
TEACH
FRND
FAM
MEM
ASU
NAU
UoA
UNIVERSITY

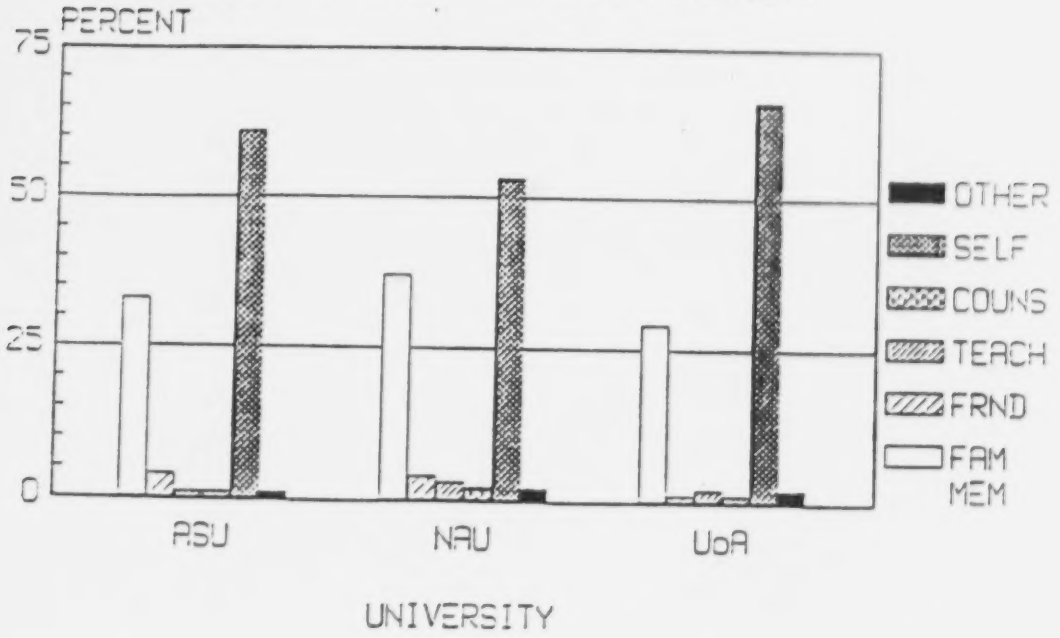
VAR -35 MOST INFLUENTIAL PERSON IN
DECISION TO ATTEND COLLEGE/UNIVERSITY



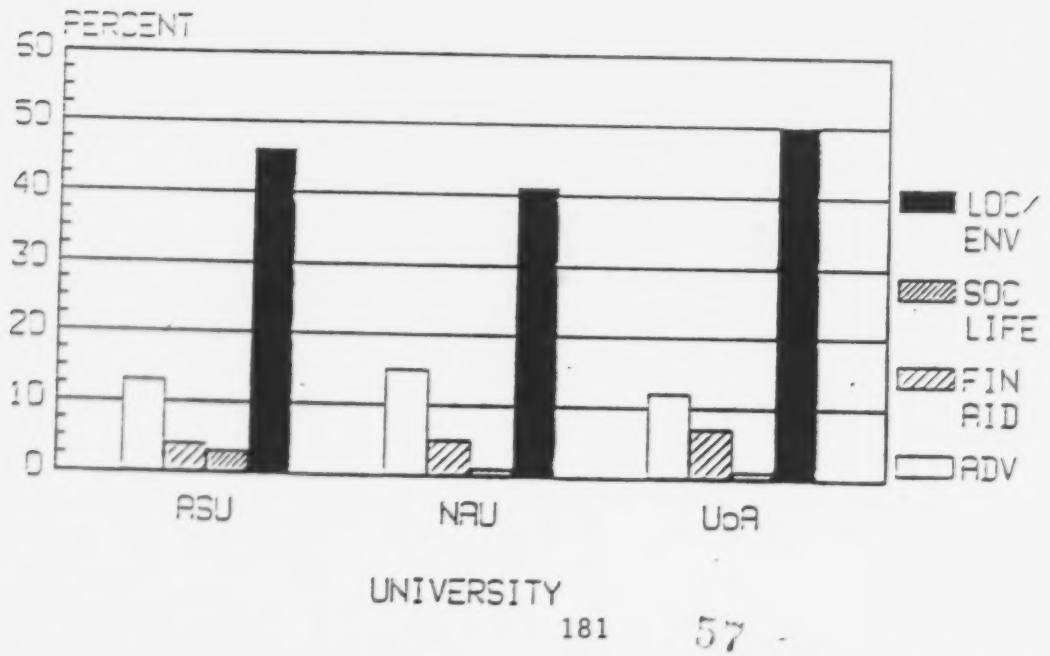
VAR 36 - MOST INFLUENTIAL FACTOR IN
ATTENDING THIS UNIVERSITY



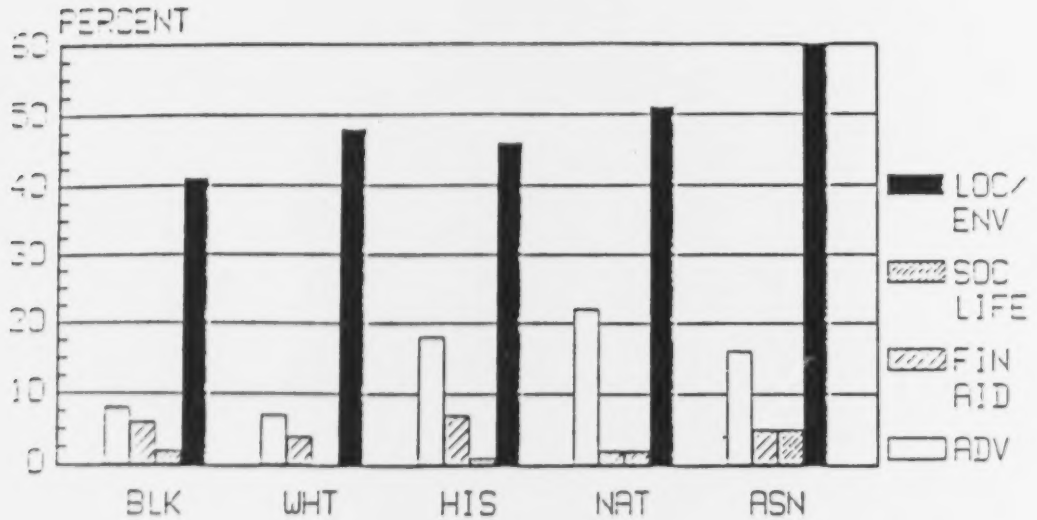
VAR 35 - MOST INFLUENTIAL PERSON IN DECISION TO ATTEND COLLEGE/UNIVERSITY



VAR 36 - MOST INFLUENTIAL FACTOR IN ATTENDING THIS UNIVERSITY

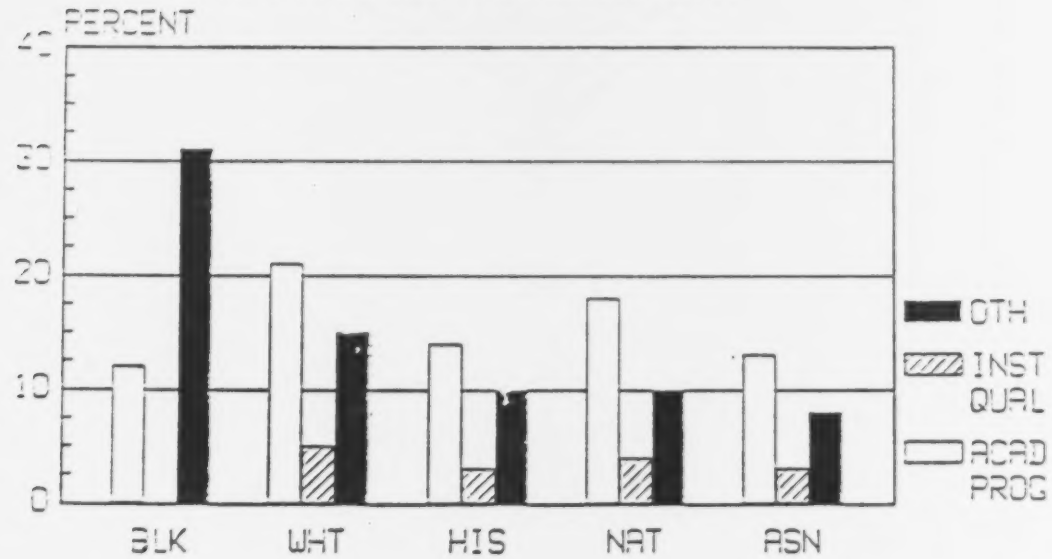


VAR 36 - MOST INFLUENTIAL FACTOR IN ATTENDING THIS UNIVERSITY



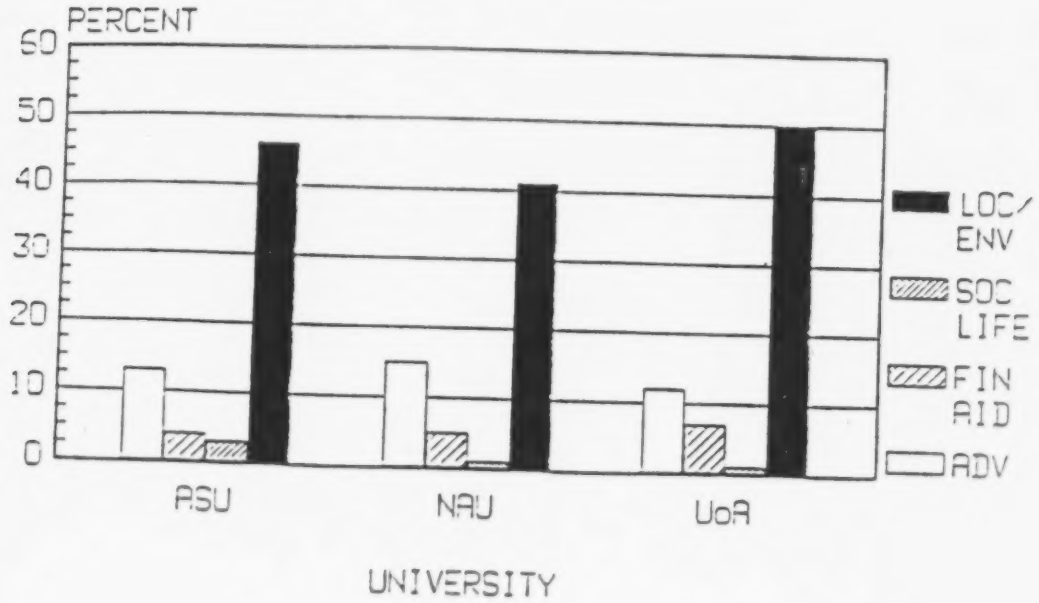
ETHNICITY

VAR 36 CONTD - MOST INFLUENTIAL FACTOR IN ATTENDING THIS UNIVERSITY

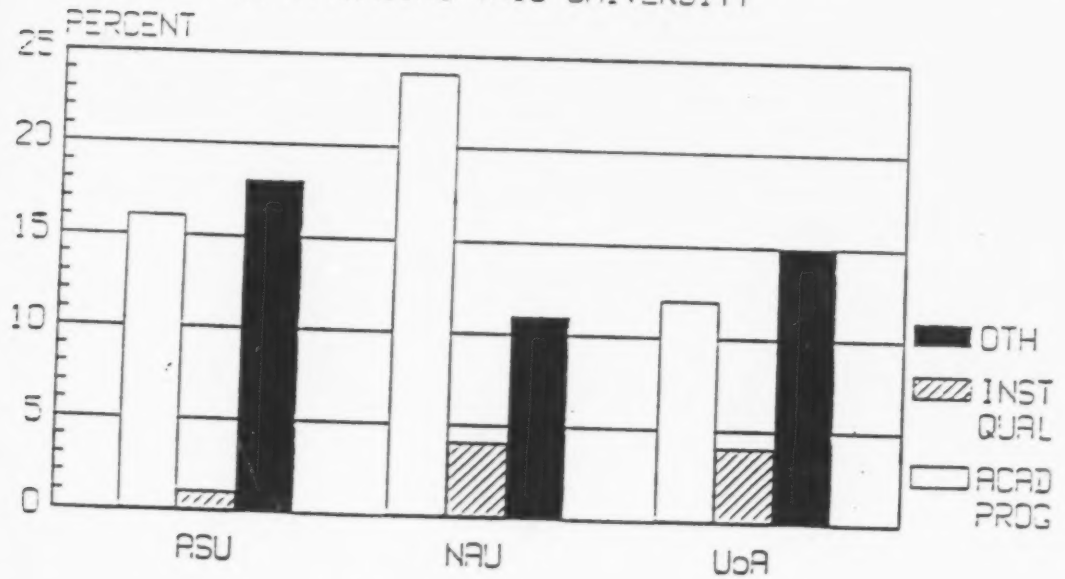


ETHNICITY

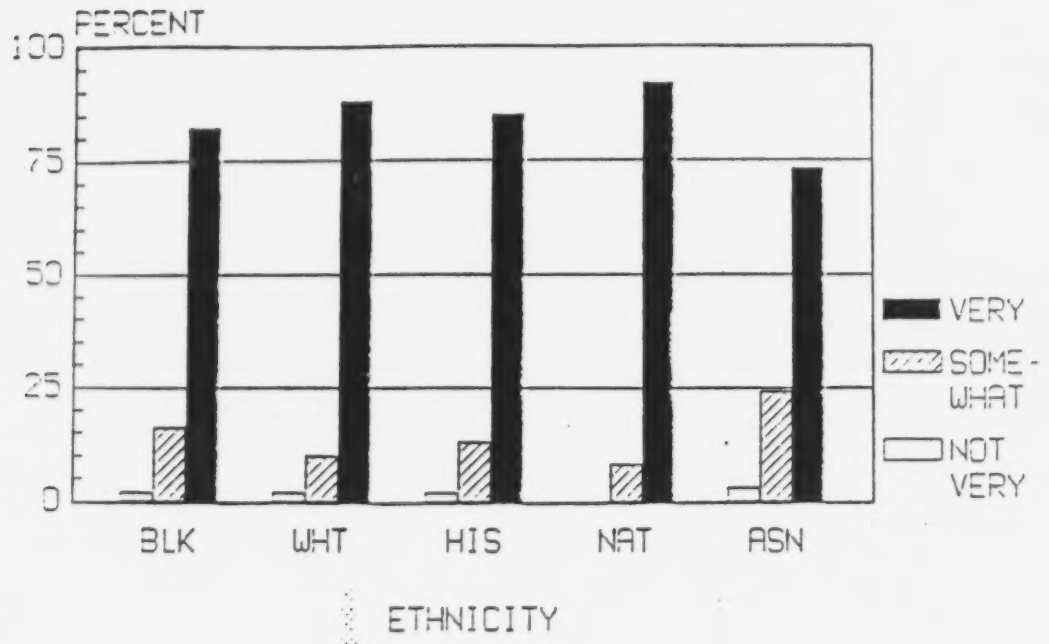
VAR 36 - MOST INFLUENTIAL FACTOR IN ATTENDING THIS UNIVERSITY



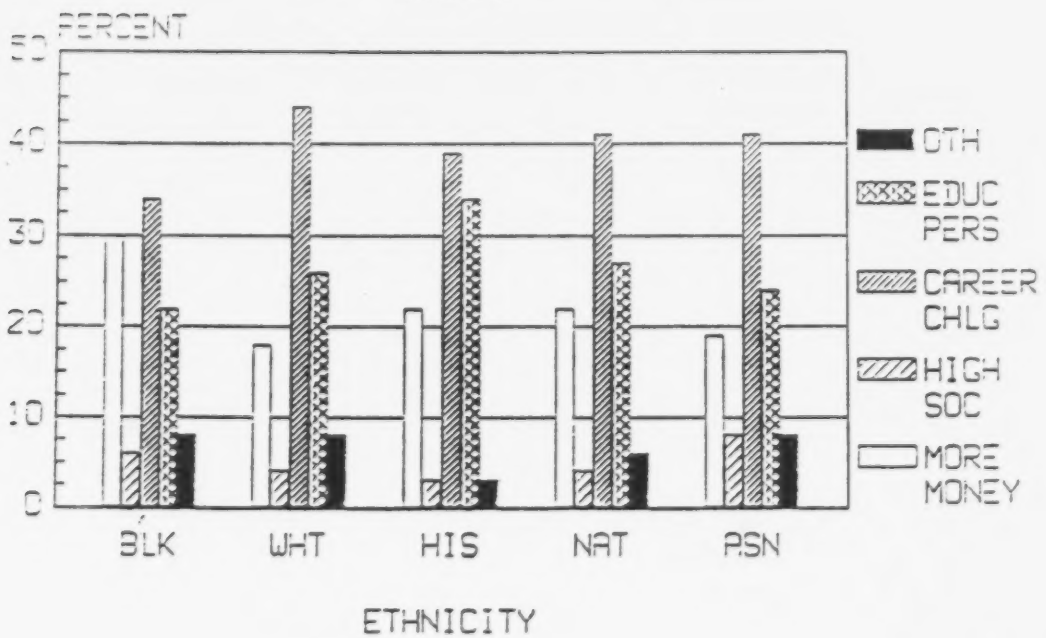
VAR 36 CONTD - MOST INFLUENTIAL FACTOR IN ATTENDING THIS UNIVERSITY



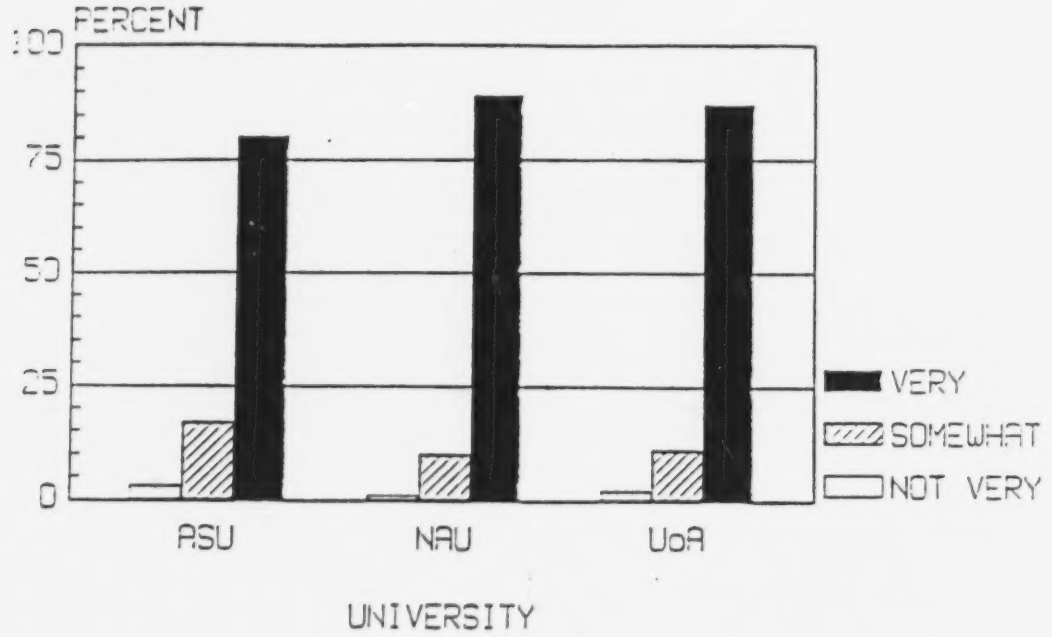
VAR 37 - IMPORTANCE OF COLLEGE DEGREE IN LIFE



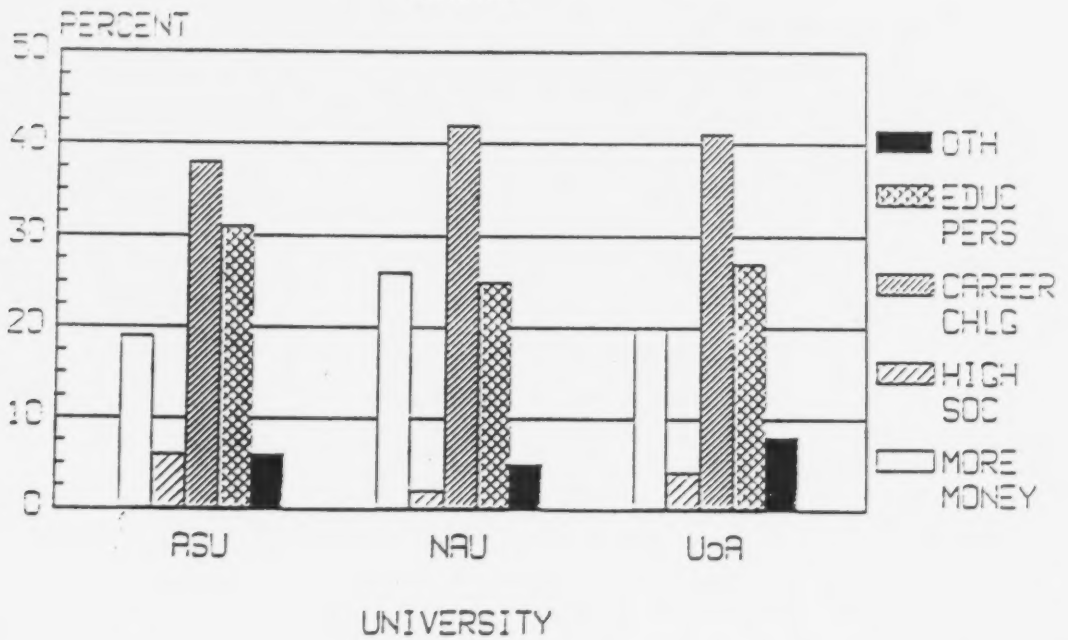
VAR 38 - REASON FOR SEEKING COLLEGE DEGREE



VAR 37 - IMPORTANCE OF COLLEGE DEGREE IN LIFE



VAR 38 - REASON FOR SEEKING COLLEGE DEGREE



APPENDIX E

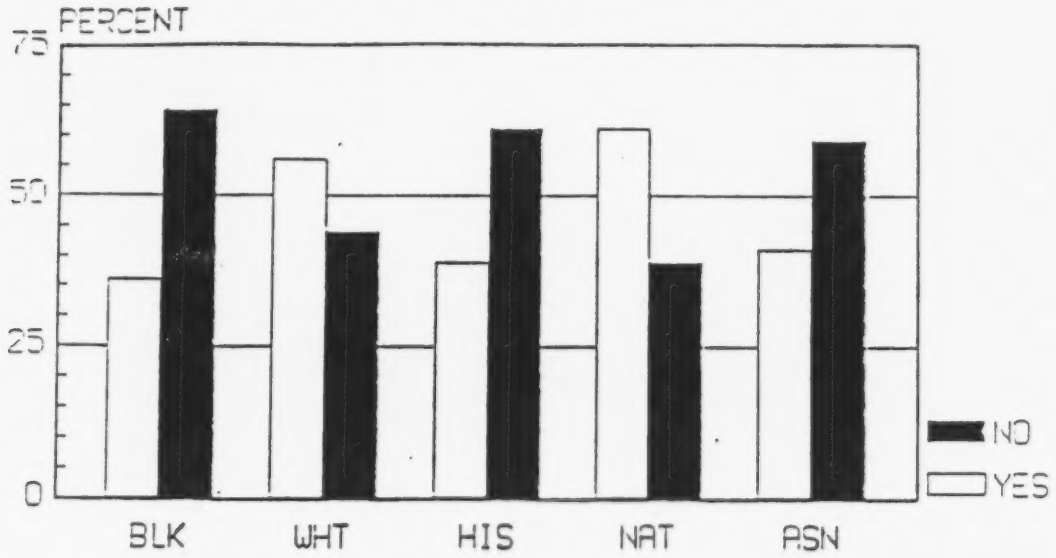
EDUCATION PRIOR TO ENTERING UNIVERSITY

1. About one half of the respondents attended another college or university prior to the present university (Var 39) and the college most frequently cited was a community college in Arizona (Var 40).

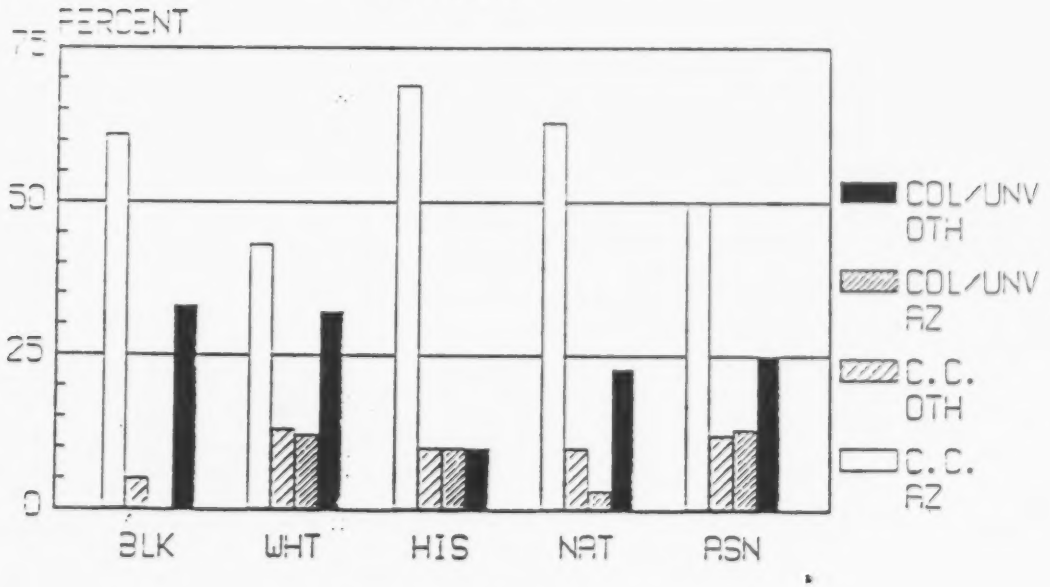
2. The most difficult problem encountered was loss of credit for Blacks and Native Americans with increased cost also a problem for White and Hispanic students (Var 41)

3. The most influential person or factor for the decision to transfer from a community college to a university is not definitive (Var 42), but the availability of academic program is a factor, especially for Whites and Hispanics. The reason for choosing the present university (Var 43) was predominantly geographic location for Whites and Hispanics, family for Blacks, and academic program for Asians.

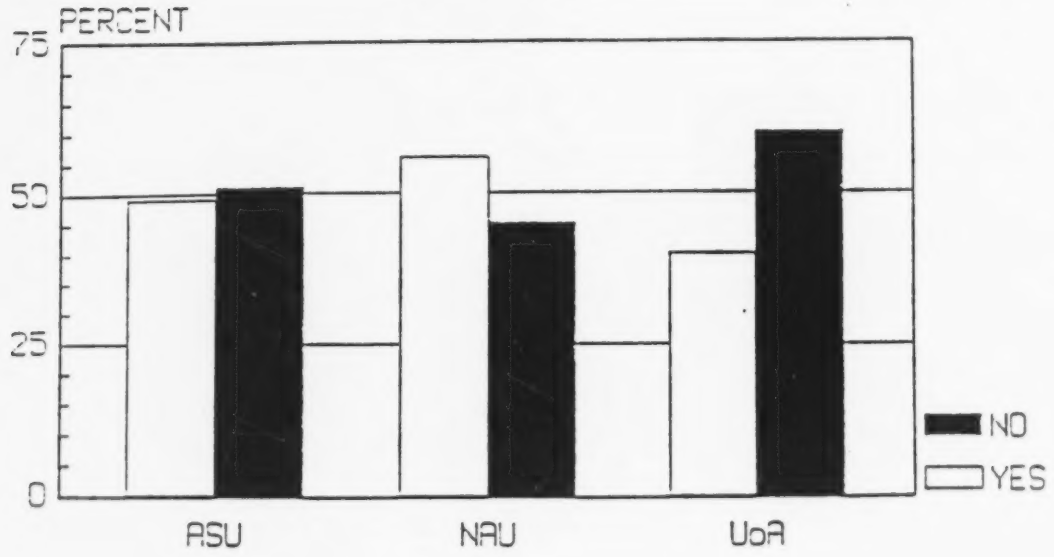
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



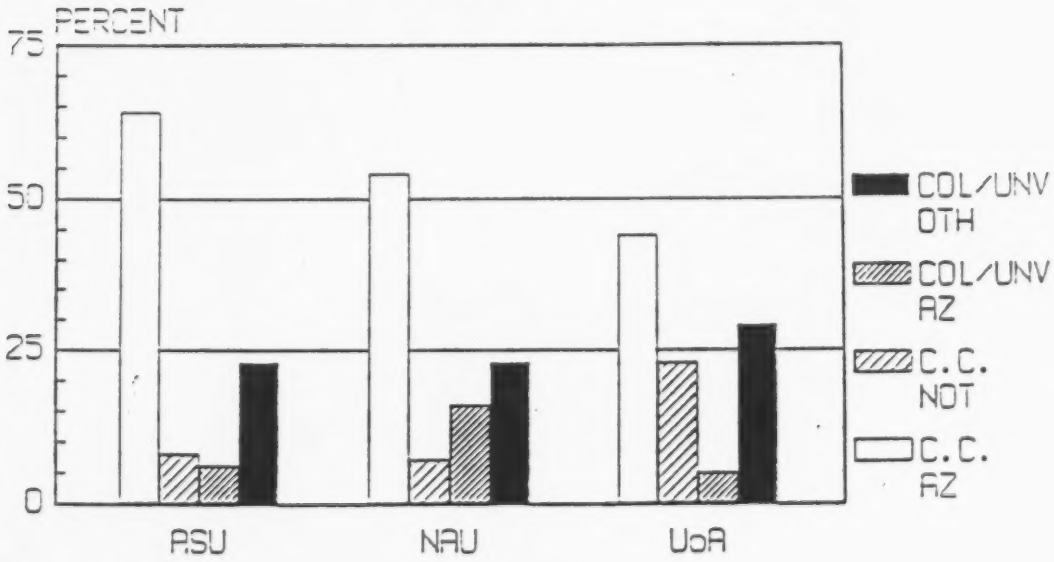
VAR 40 - KIND OF COLLEGE ATTENDED PREVIOUSLY



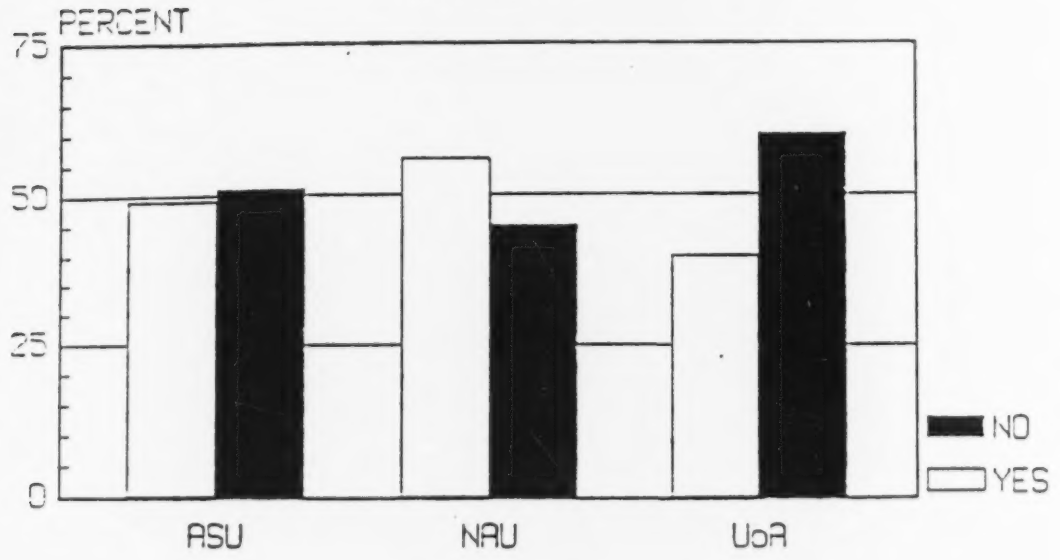
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



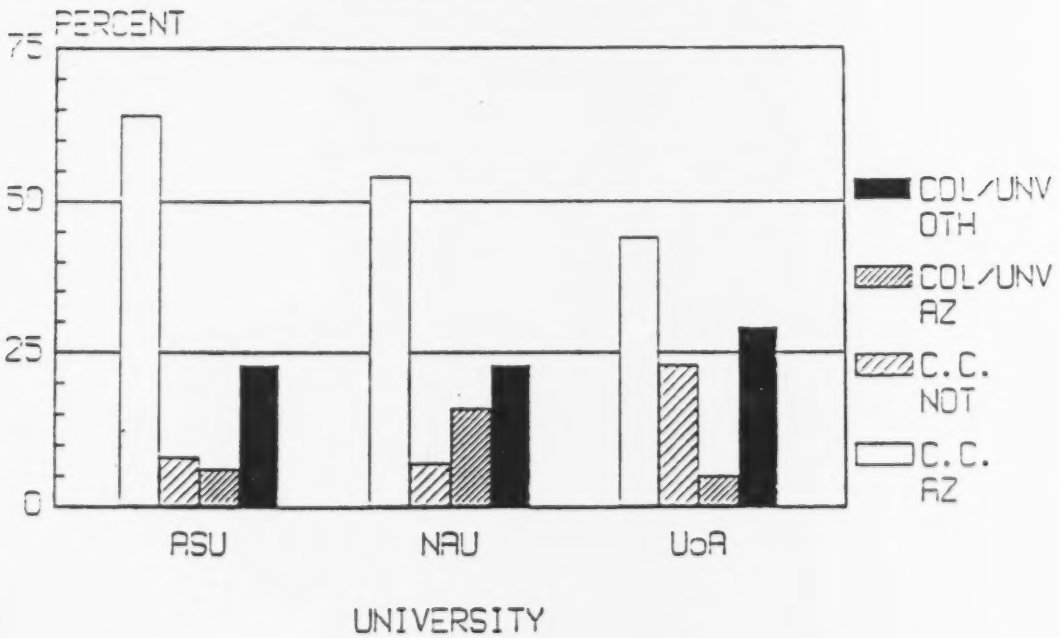
VAR 40 - KIND OF COLLEGE ATTENDED PREVIOUSLY



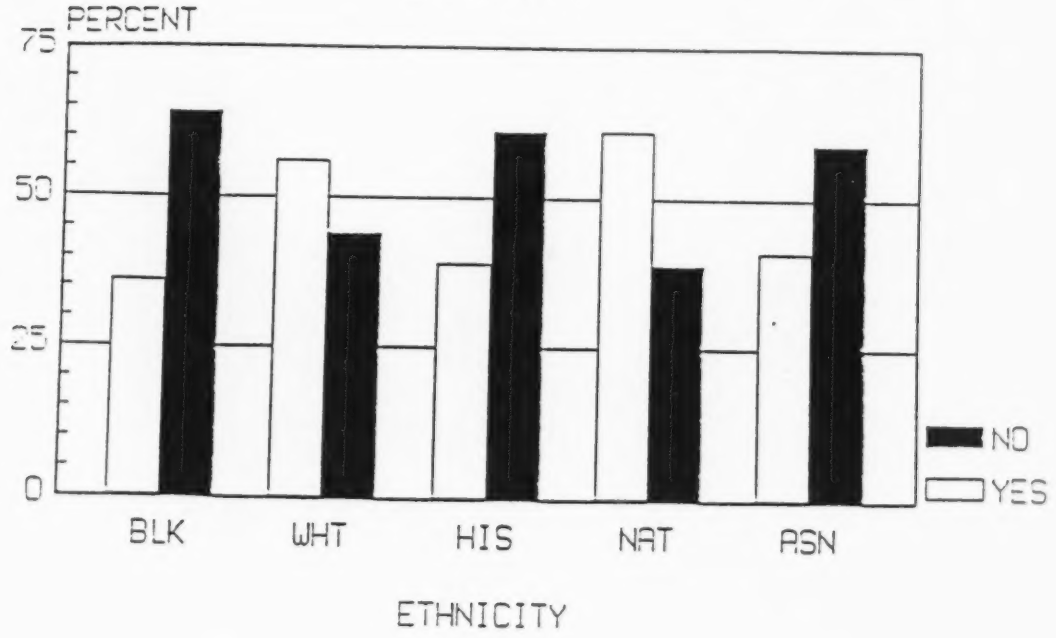
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



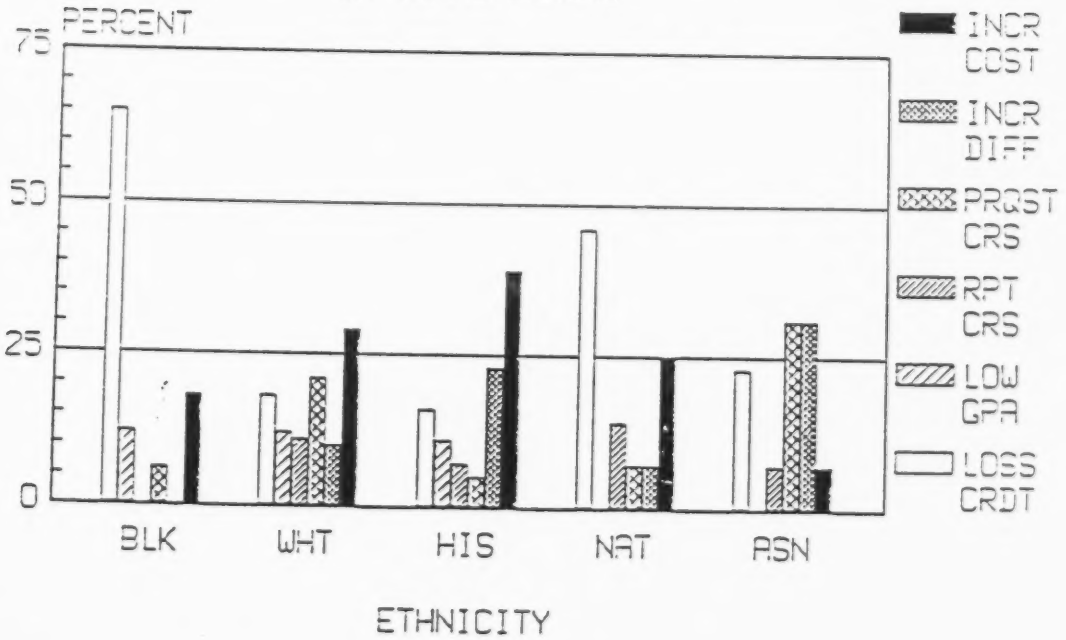
VAR 40 - KIND OF COLLEGE ATTENDED PREVIOUSLY



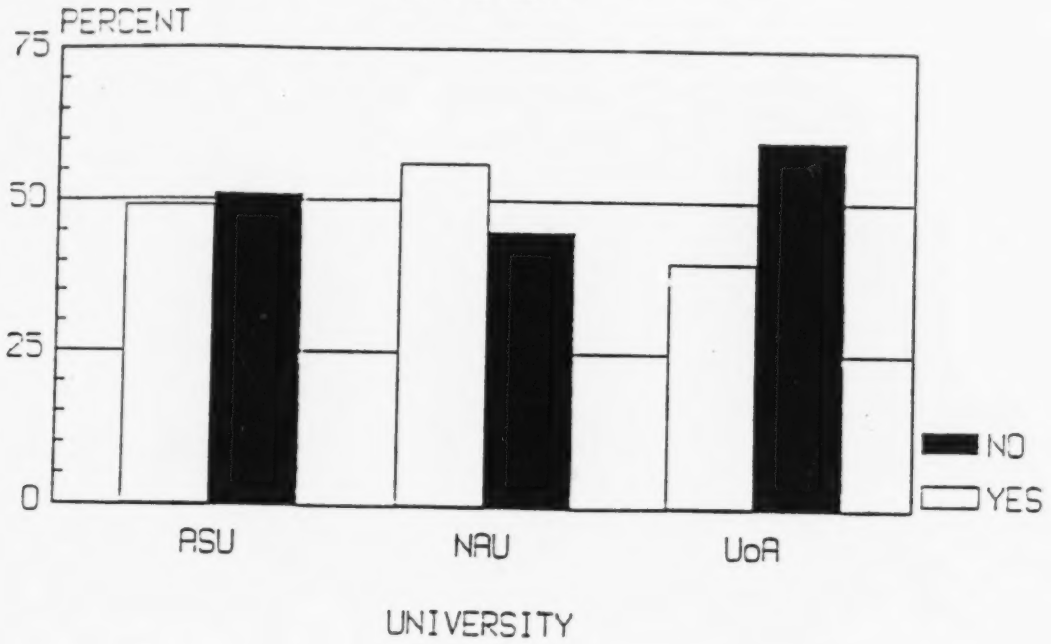
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



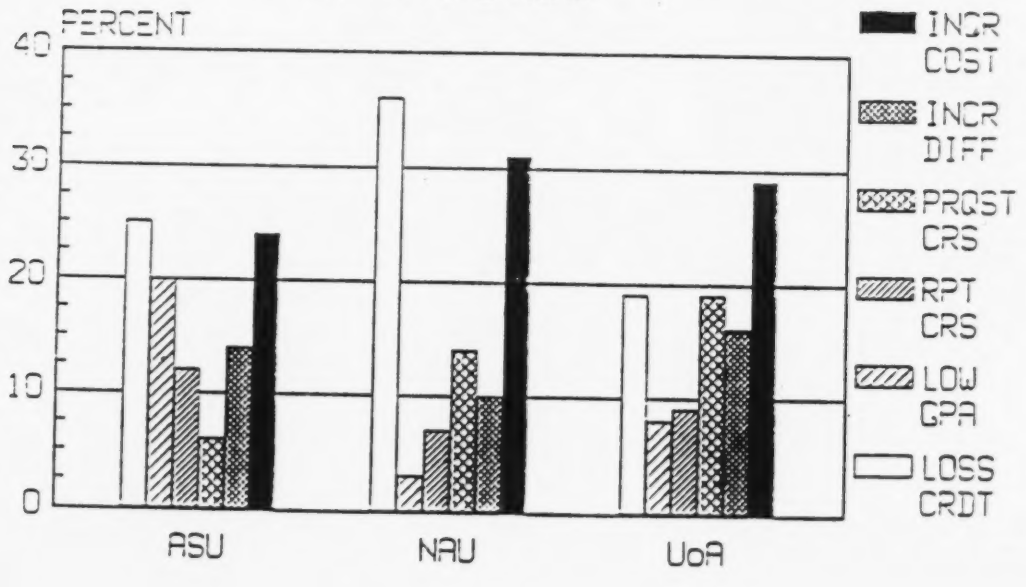
VAR 41 -MOST DIFFICULT PROBLEM IN TRANSFERRING



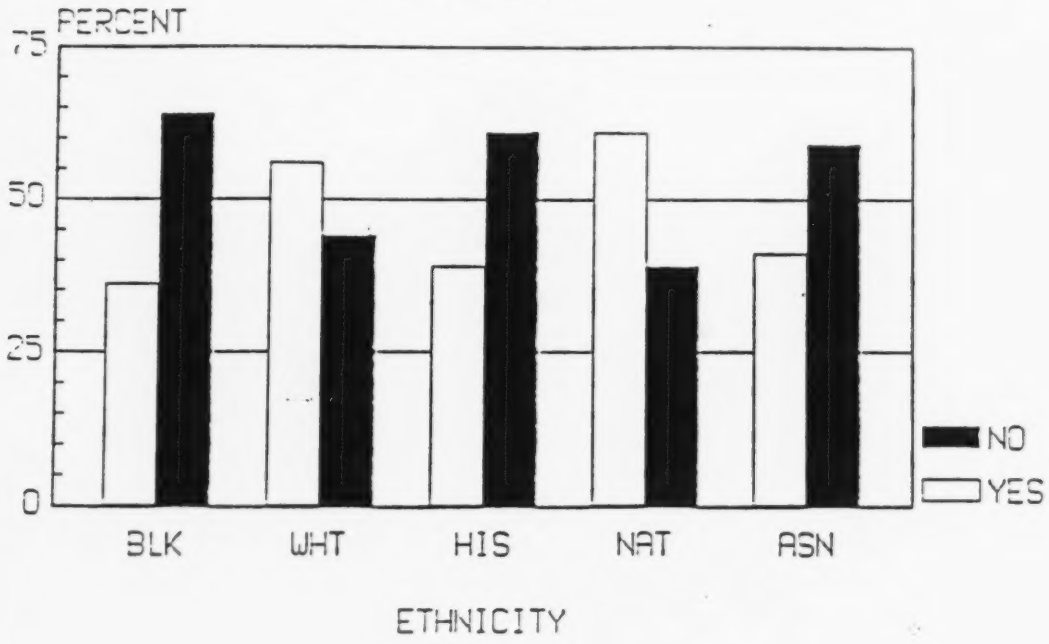
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



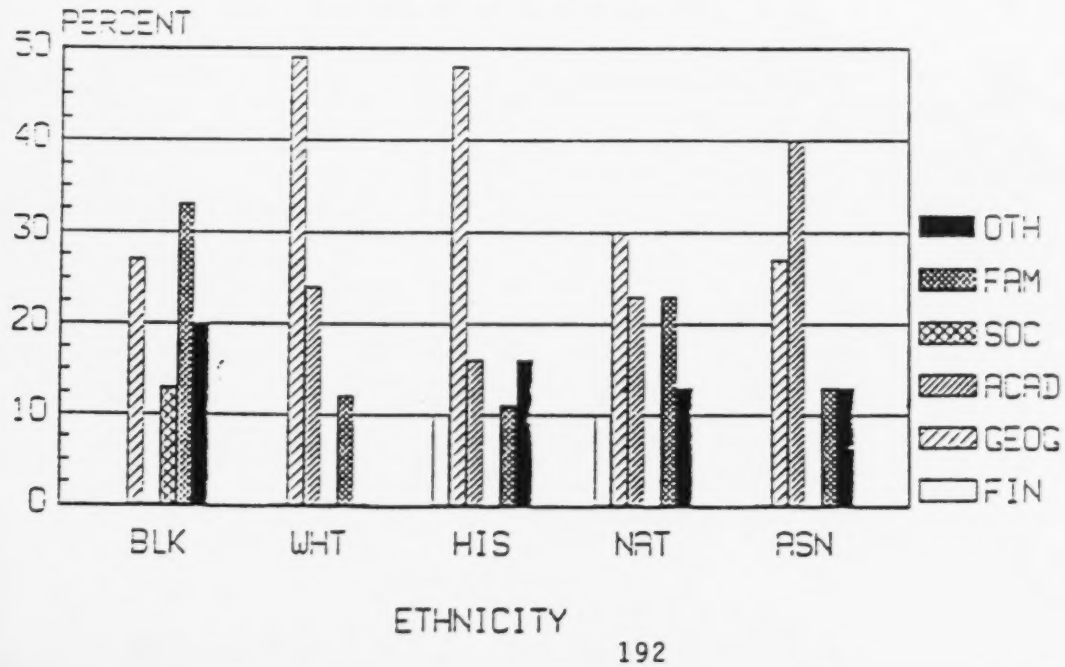
VAR 41 - MOST DIFFICULT PROBLEM IN TRANSFERRING



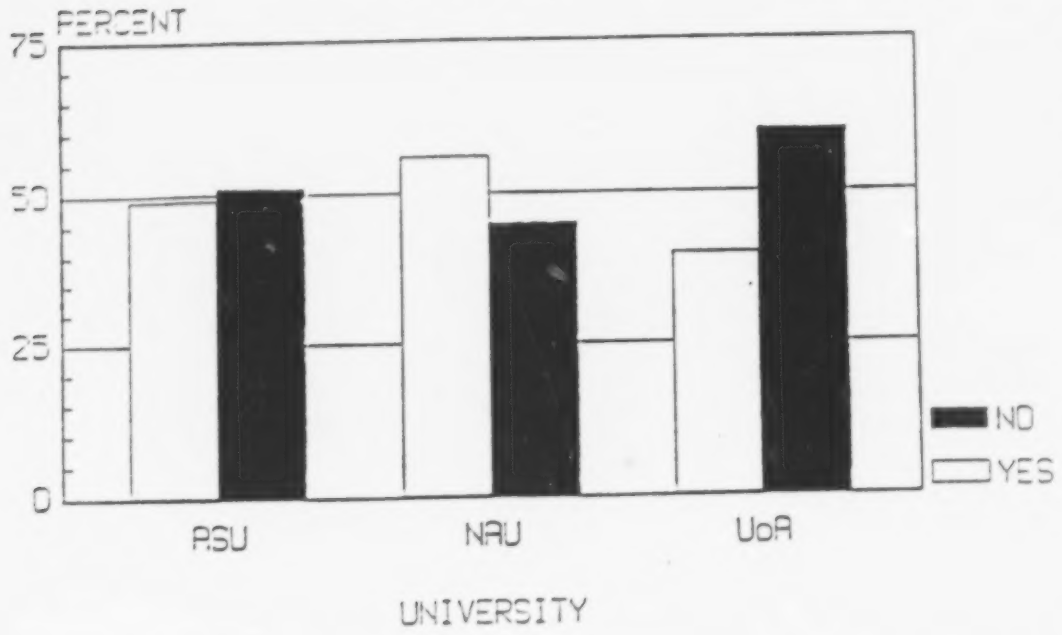
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



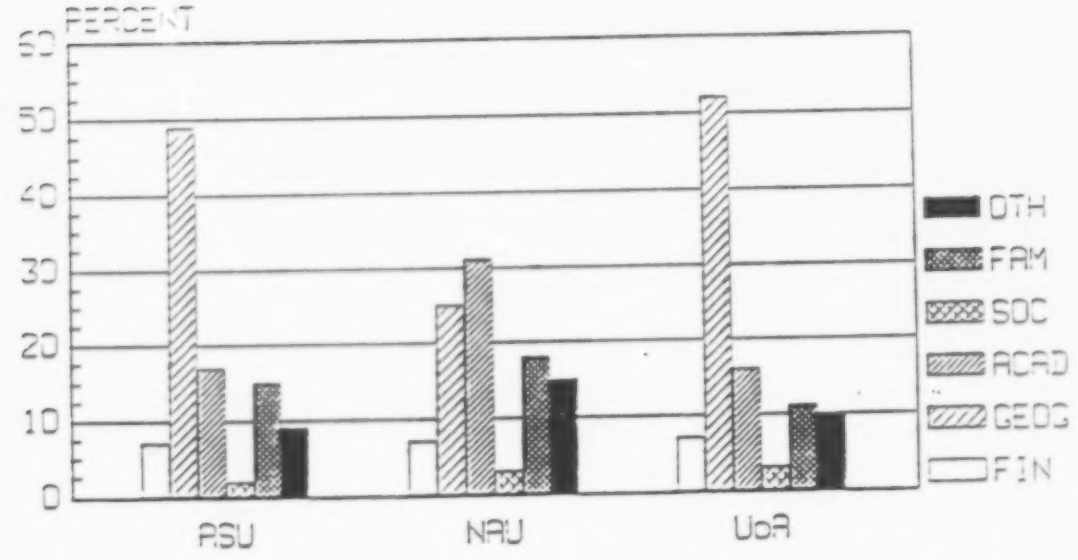
VAR 43 - REASON FOR TRANSFER TO THIS UNIVERSITY

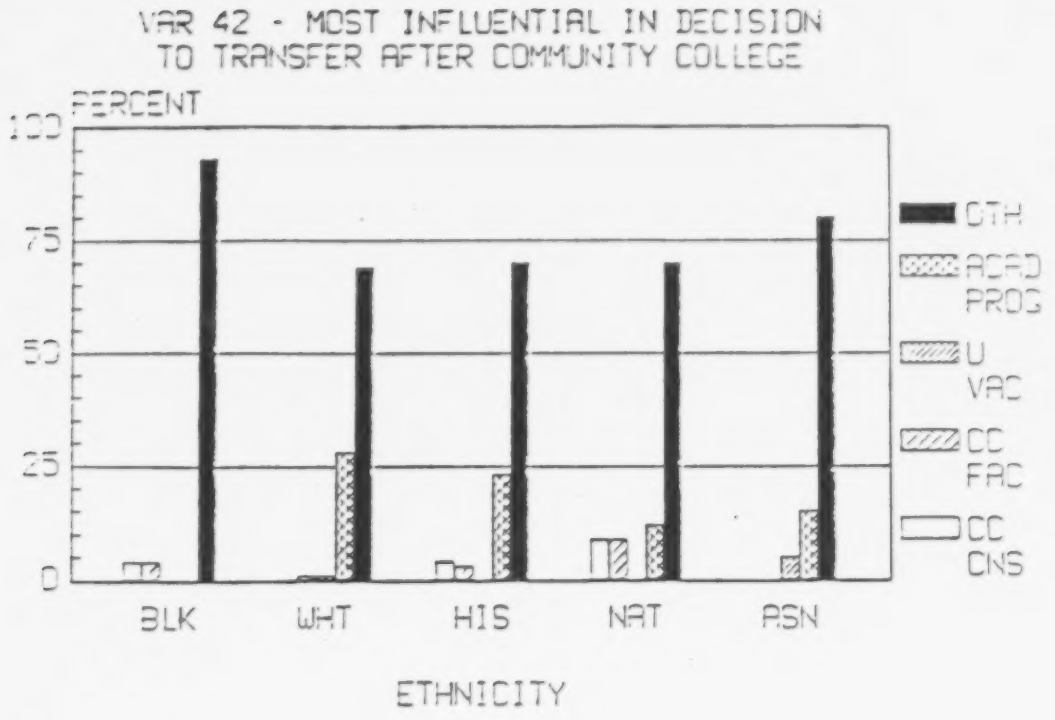


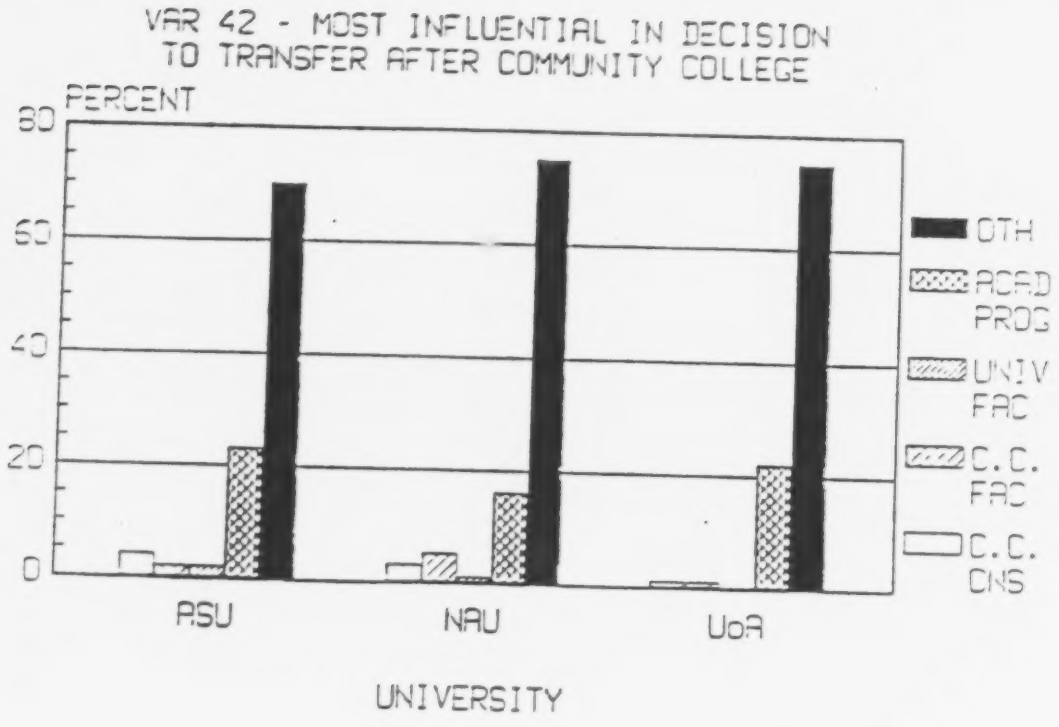
VAR 39 - ATTENDED ANOTHER COLLEGE OR UNIVERSITY



VAR 43 - REASON FOR TRANSFER TO THIS UNIVERSITY




VAR 42 - MOST INFLUENTIAL IN DECISION
TO TRANSFER AFTER COMMUNITY COLLEGE
PERCENT
100
75
50
25
0
BLK
WHT
HIS
NAT
ASN
ETHNICITY
OTH
ACAD PROG
U VAC
CC FAC
CC CNS

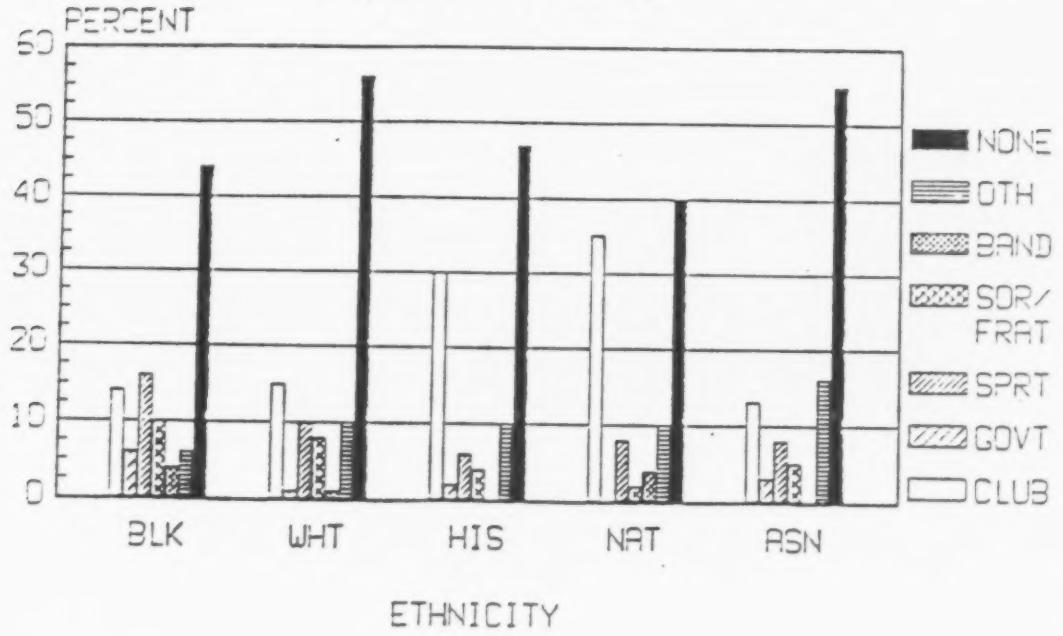

VAR 42 - MOST INFLUENTIAL IN DECISION
TO TRANSFER AFTER COMMUNITY COLLEGE
PERCENT
80
60
40
20
0
OTH
ACAD PROG
UNIV FAC
C.C. FAC
C.C. CNS
ASU
NAU
UoA
UNIVERSITY

APPENDIX F

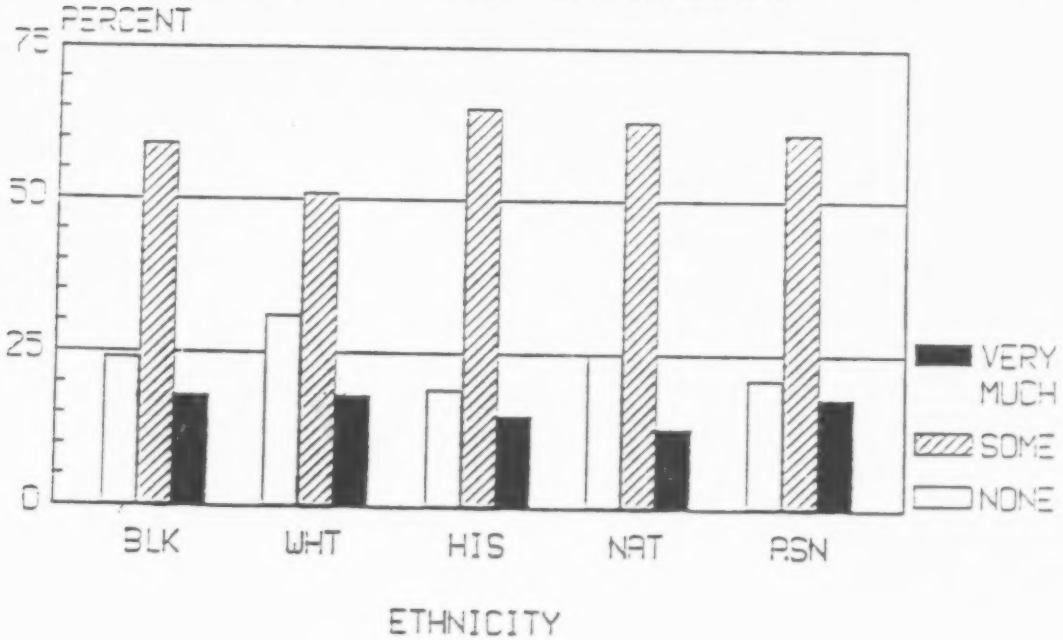
CAMPUS ACTIVITIES

Interestingly, only a few students participate in campus activities (Var 44) and more than half of the respondents indicated that extracurricular activities do not reflect their interests (Var 45) nor do they participate in ethnic student activities (Var 46).

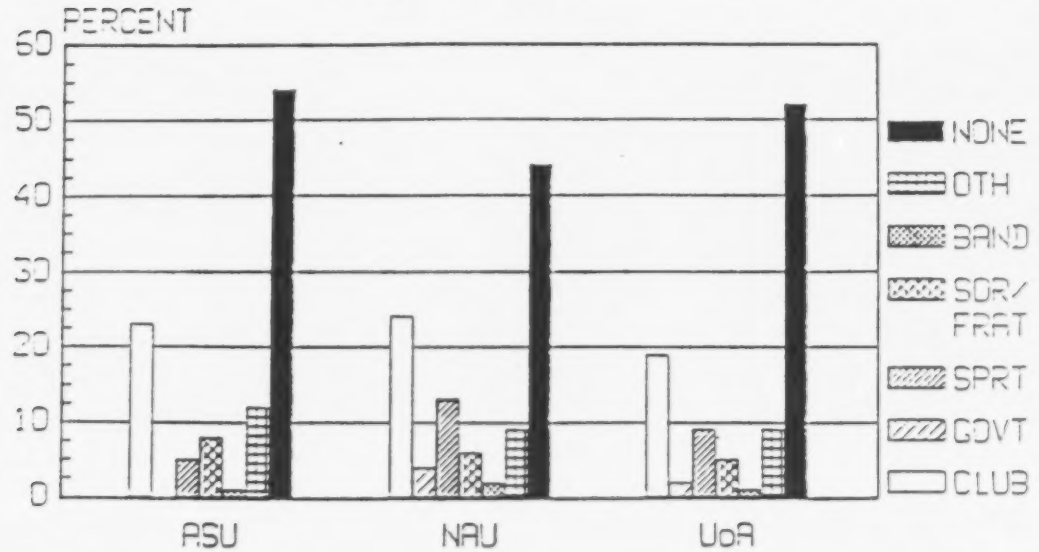
VAR 44 - CAMPUS ACTIVITY IN WHICH MOST INVOLVED



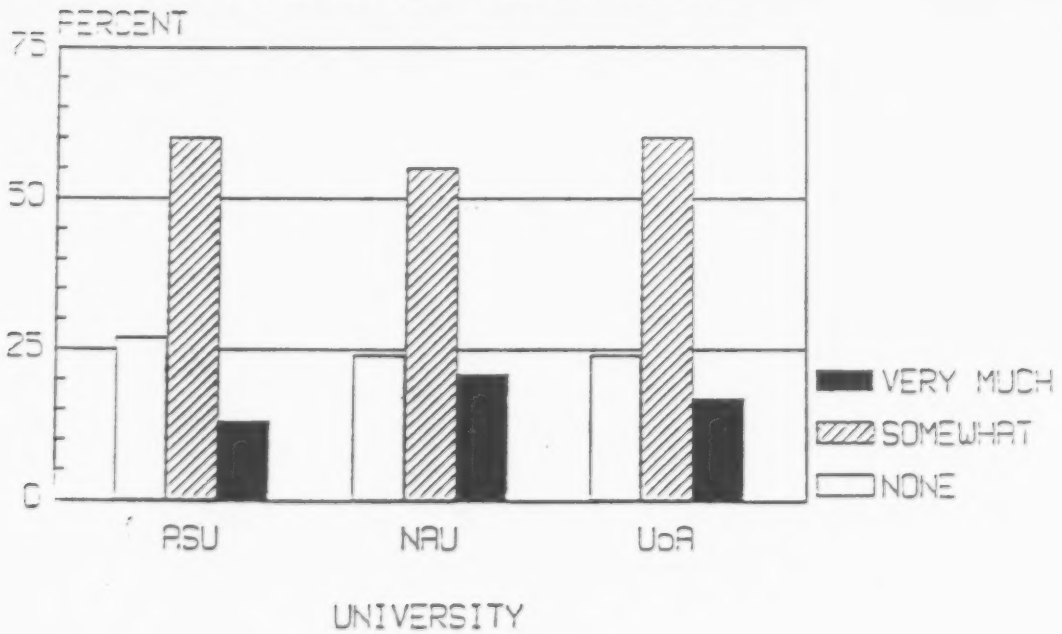
VAR 45 - EXTENT EXTRACURRICULAR ACTIVITIES REFLECT YOUR INTERESTS



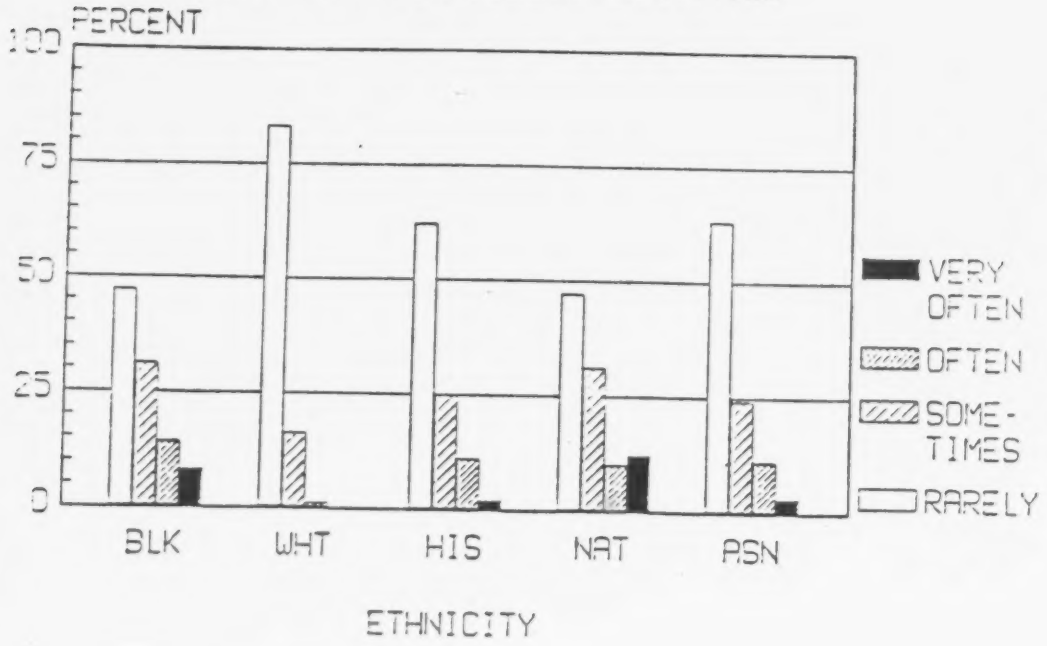
VAR 44 - CAMPUS ACTIVITY IN WHICH MOST INVOLVED



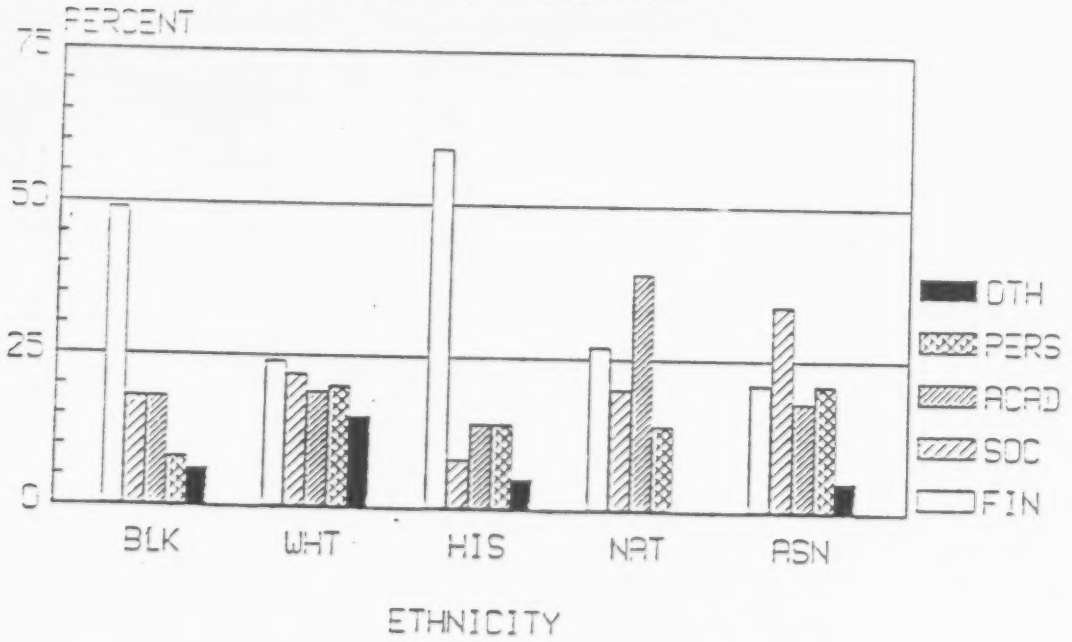
VAR 45 - EXTENT EXTRACURRICULAR ACTIVITIES REFLECT YOUR INTERESTS



VAR 46 - PARTICIPATION IN ETHNIC
STUDENT EXTRACURRICULAR ACTIVITIES



VAR 47 - MOST SERIOUS PROBLEM
FOR MINORITY STUDENTS



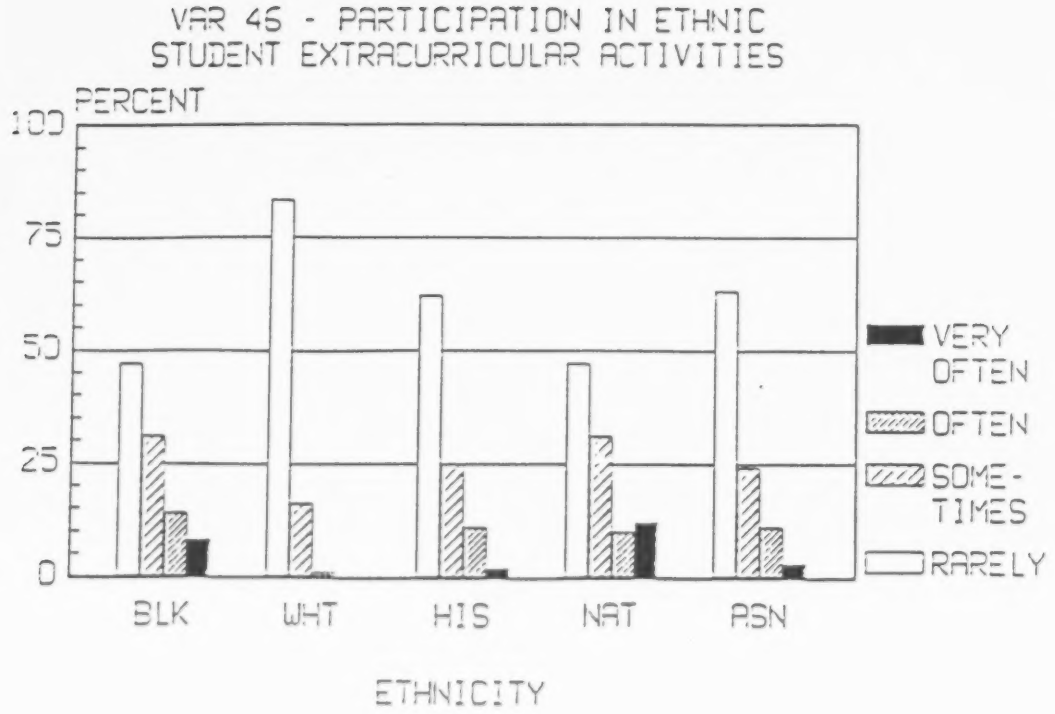
APPENDIX G

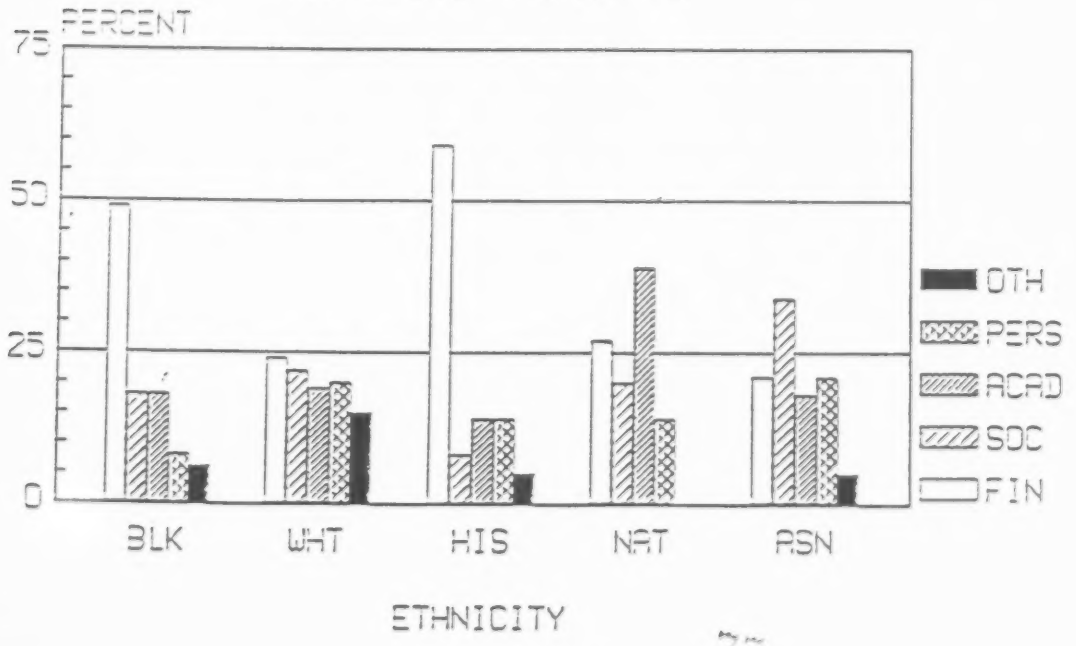
FINANCIAL AID

1. Black and Hispanic respondents cite finances as the major problem for minority students (Var 47) whereas academic and social problems are significant for Native Americans and Asians respectively. When grouped by university, financial problems are by far the major problems at all three universities.

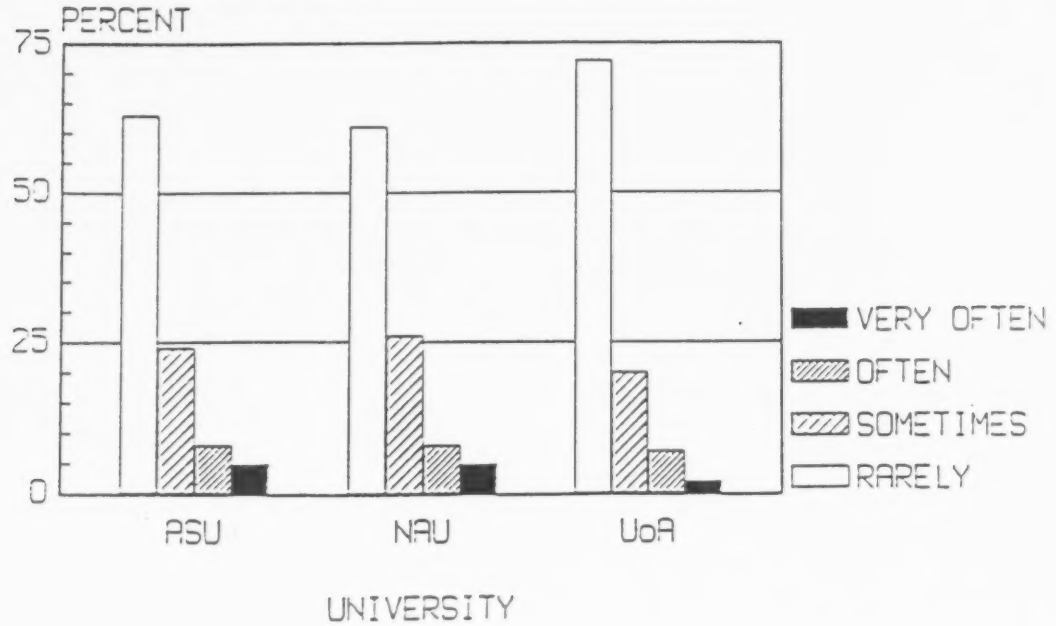
2. Almost three-fourths of all students regardless of ethnicity and university have sought aid from the office of Financial Aid (Var 48). However, the helpfulness of this assistance is variable between ethnic groups. The UA received the lowest marks for providing assistance and NAU the highest.

3. With regard to sources of finances within the family, parents and the student are the major sources (Var 50), academic scholarships are most common (Var 51), and a combination of grants and loans are most prevalent (Var 52). For those students who work, employment is mostly off-campus, except at NAU (Var 53). The most common number of hours is 16-20, except for Asians who work 21-30 hours. The 16-20 hour interval is most common at NAU and UA, but 21-30 is most common at ASU.

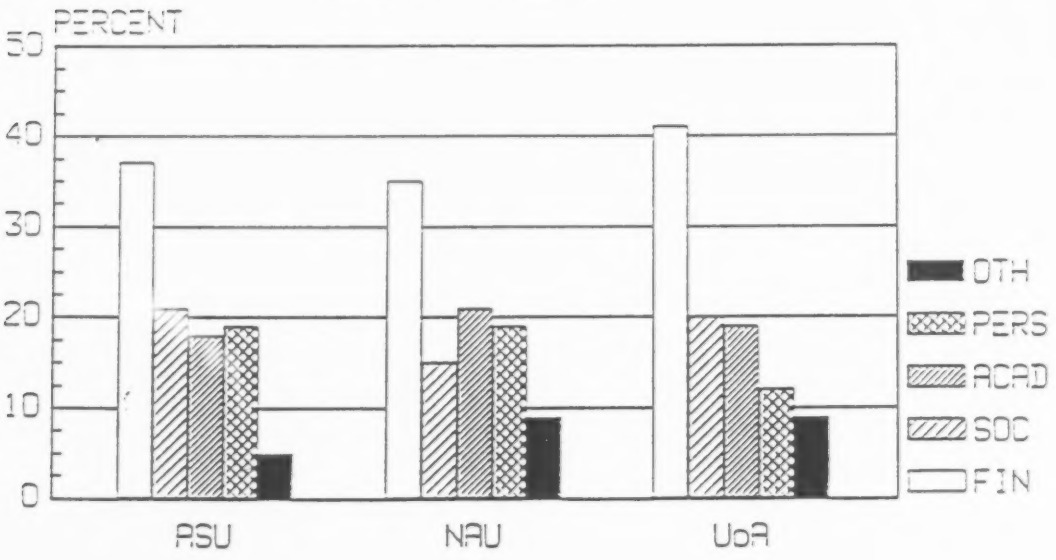

VAR 46 - PARTICIPATION IN ETHNIC
STUDENT EXTRACURRICULAR ACTIVITIES
PERCENT
100
75
50
25
0
VERY OFTEN
OFTEN
SOME-TIMES
RARELY
BLK
WHT
HIS
NAT
ASN
ETHNICITY


VAR 47 - MOST SERIOUS PROBLEM
FOR MINORITY STUDENTS
PERCENT
75
50
25
0
OTH
PERS
ACAD
SOC
FIN
BLK
WHT
HIS
NAT
ASN
ETHNICITY

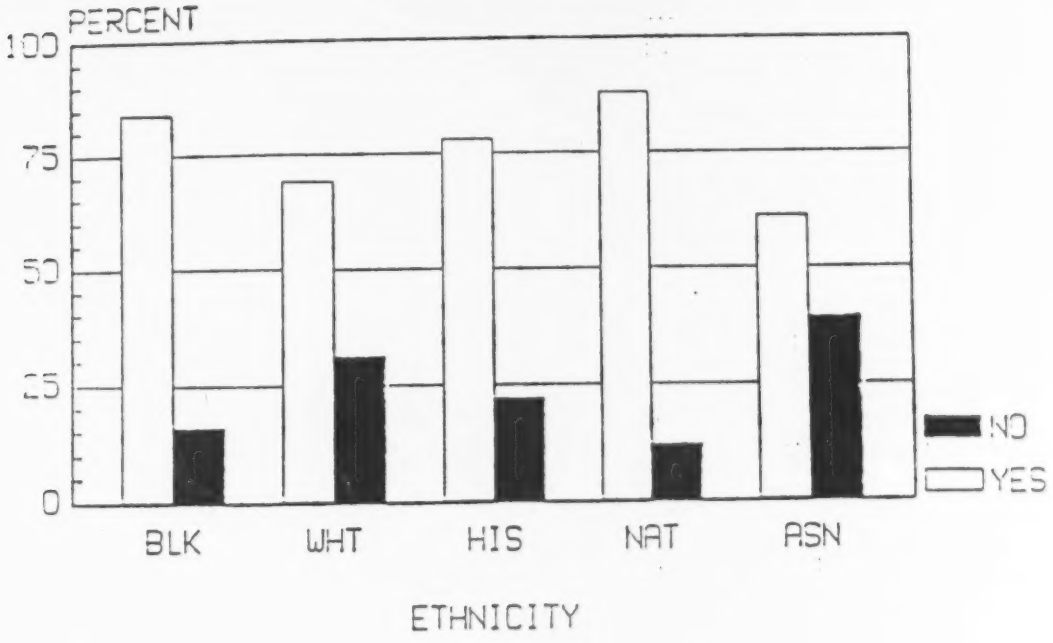
VAR 46 - PARTICIPATION IN ETHNIC
STUDENT EXTRACURRICULAR ACTIVITIES



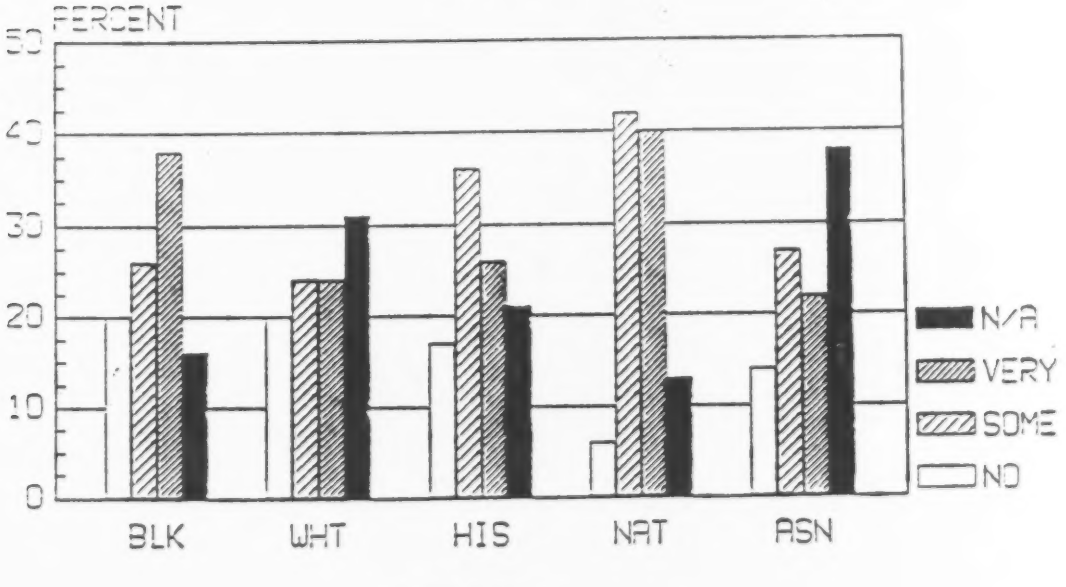
VAR 47 - MOST SERIOUS PROBLEM FOR
MINORITY STUDENTS



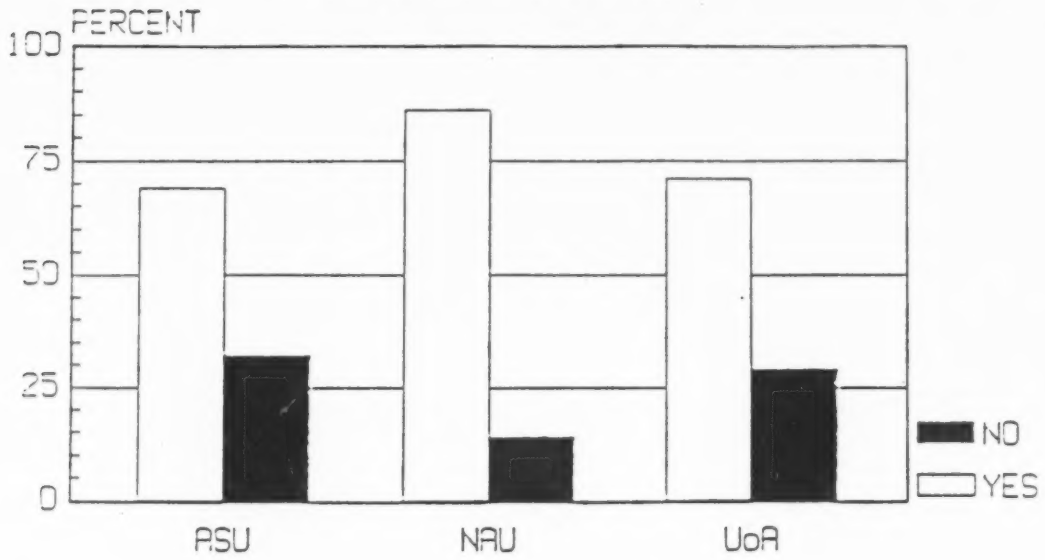
VAR 48 - SOUGHT ASSISTANCE FROM FINANCIAL AID OFFICE



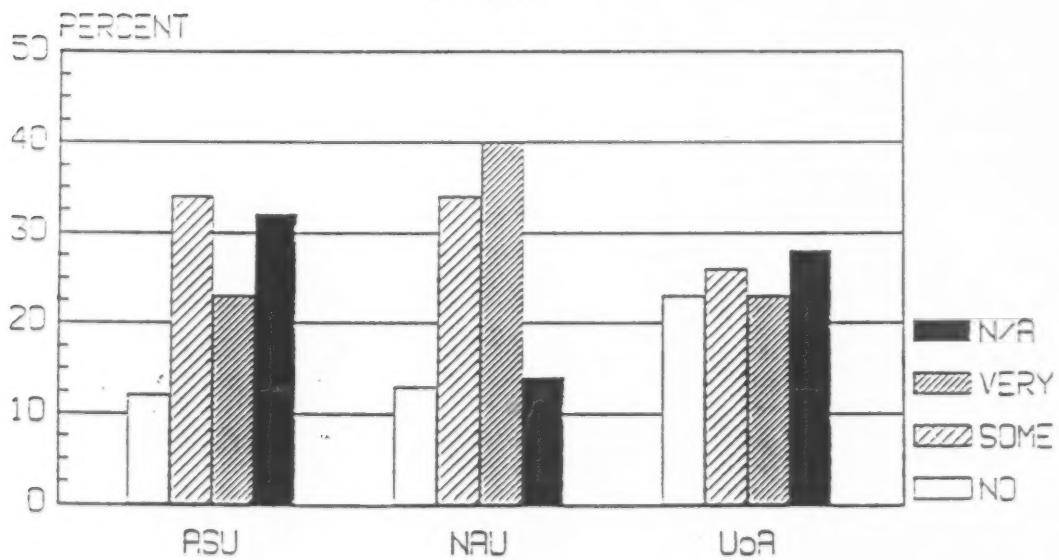
VAR 49 - HELPFULNESS OF FINANCIAL AID OFFICE



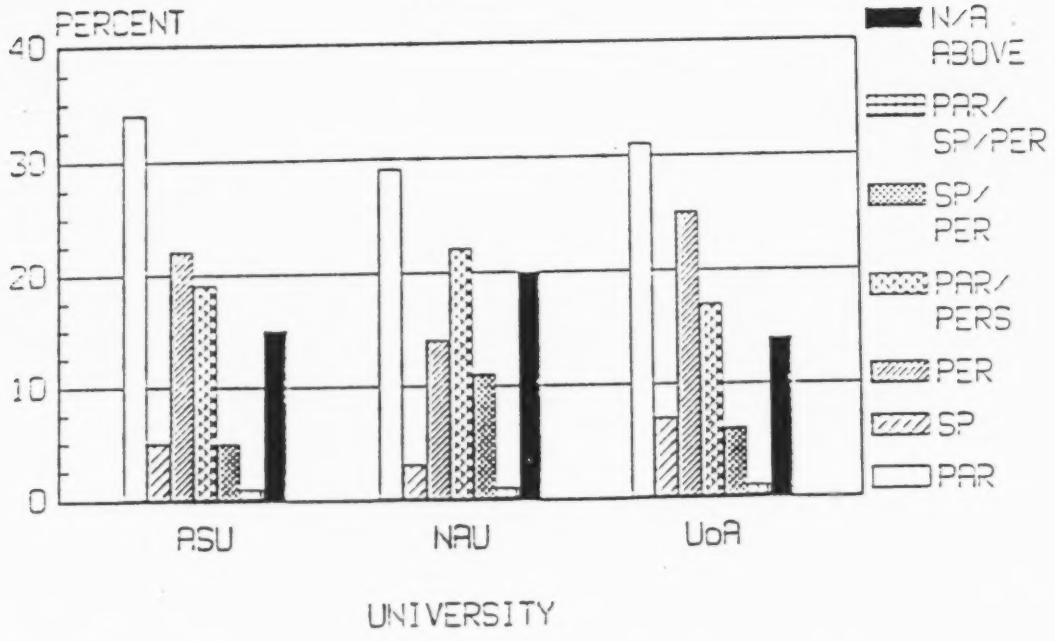
VAR 48 - SOUGHT ASSISTANCE FROM FINANCIAL AID OFFICE



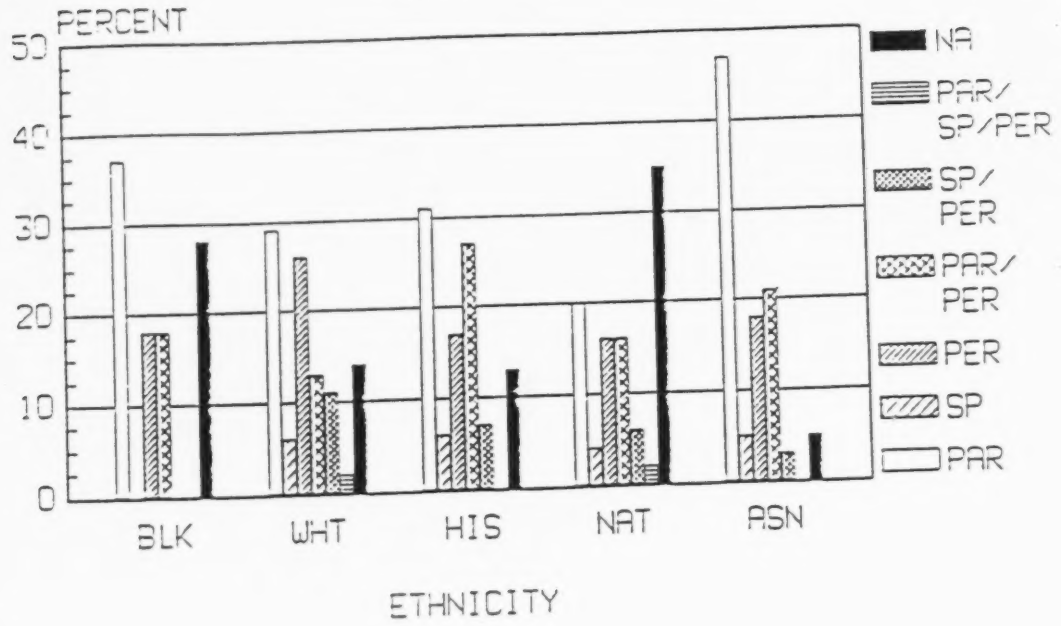
VAR 49 - HELPFULNESS OF FINANCIAL AID OFFICE



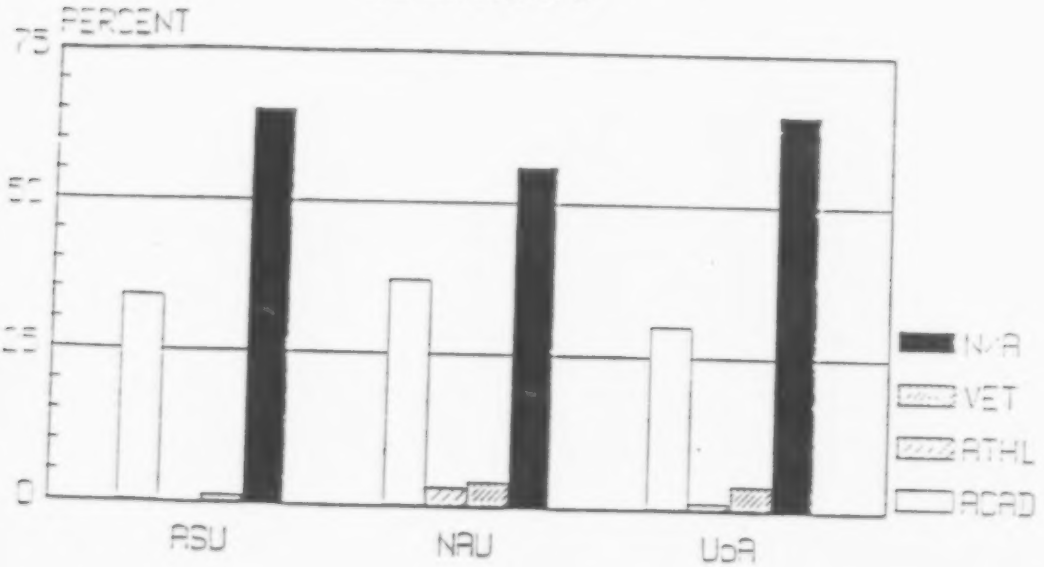
VAR 50 - MAJOR SOURCE OF FINANCES: PEOPLE



VAR 50 - MAJOR SOURCE OF FINANCES
PEOPLE

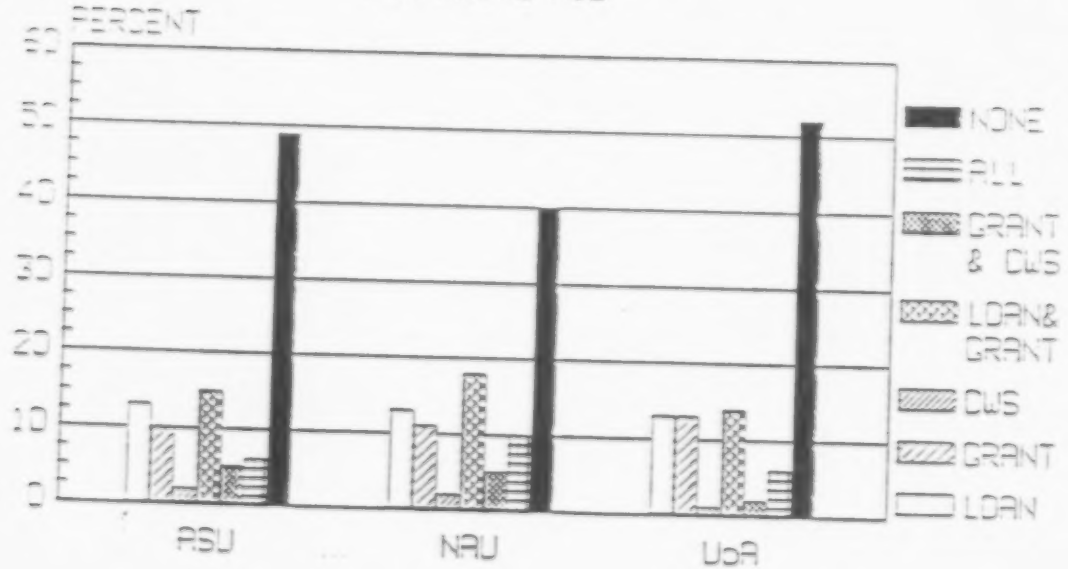


VAR 51 - MAJOR SOURCE OF FINANCES
SCHOLARSHIPS



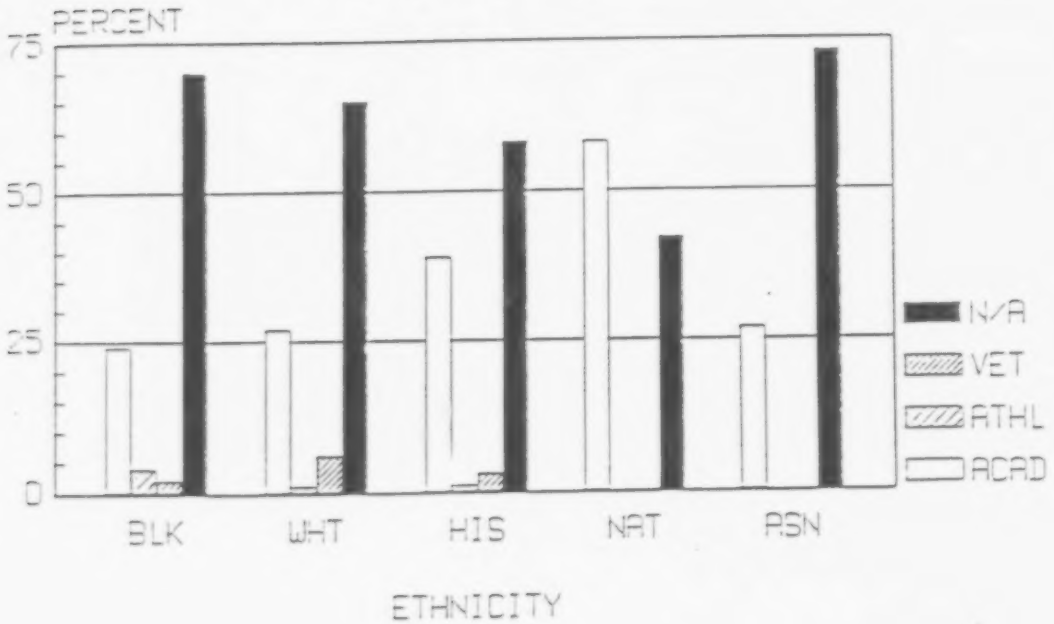
UNIVERSITY

VAR 52 - MAJOR SOURCE OF FINANCES:
FINANCIAL AID

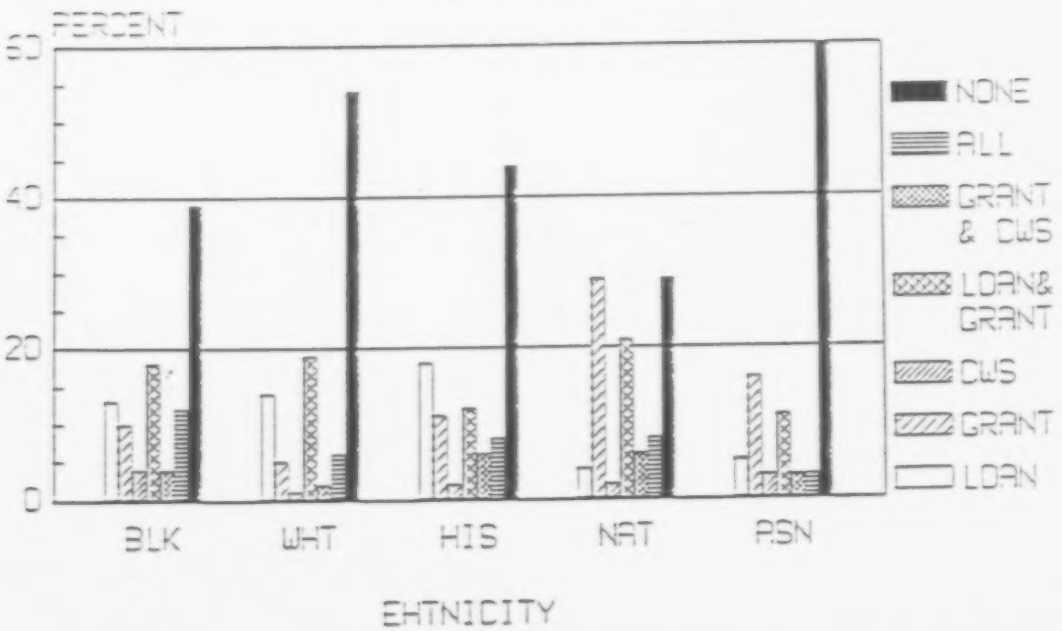


UNIVERSITY

VAR 51 - MAJOR SOURCE OF FINANCES:
SCHOLARSHIPS

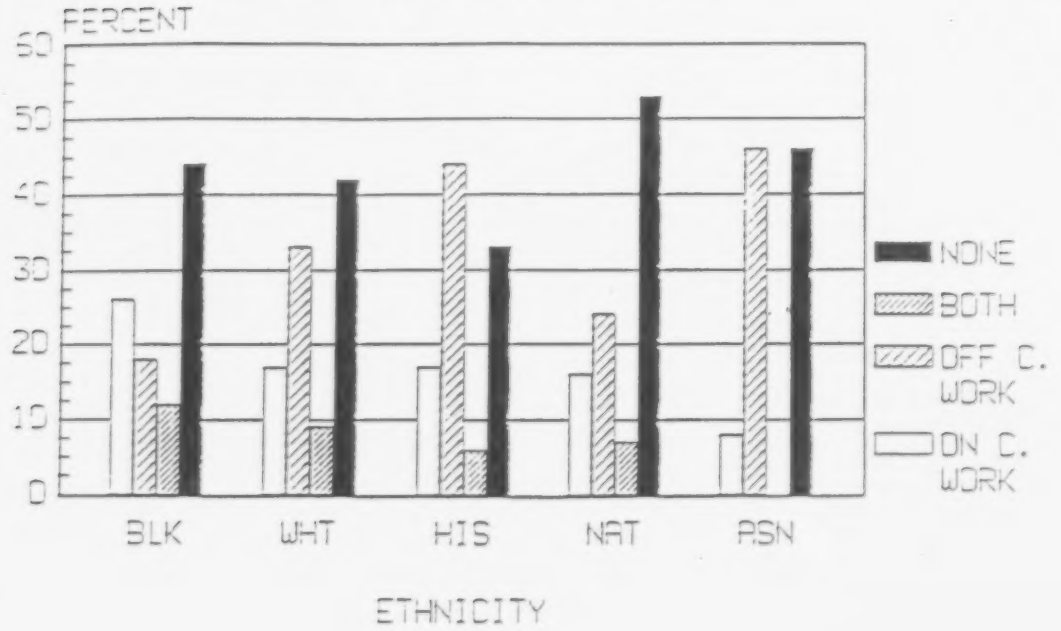


VAR 52 - MAJOR SOURCE OF FINANCES:
FINANCIAL AID

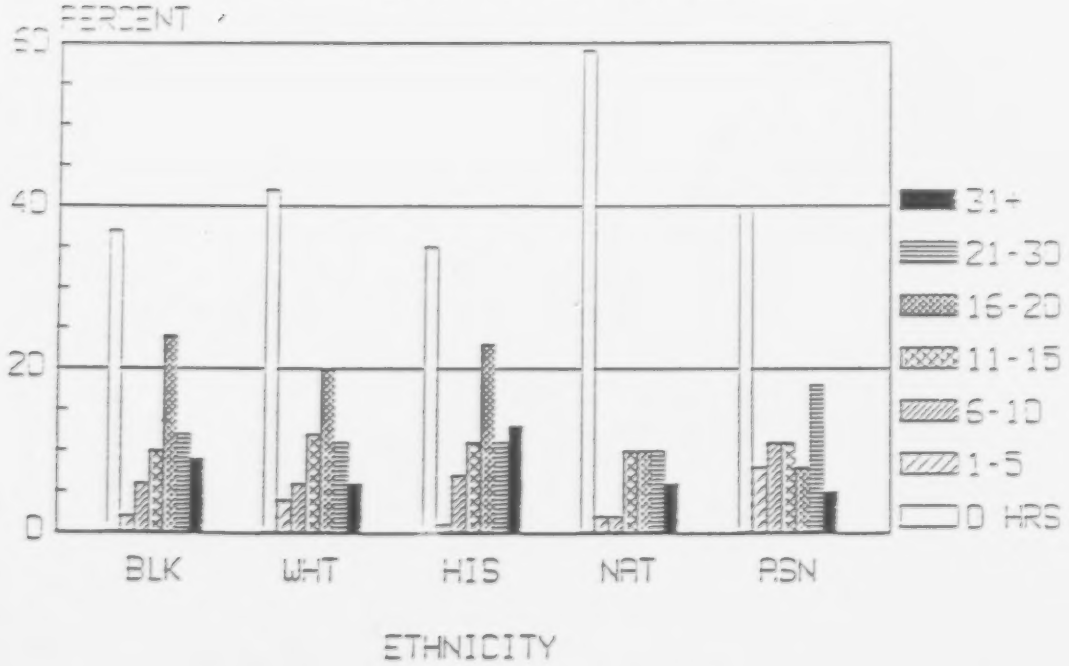


84

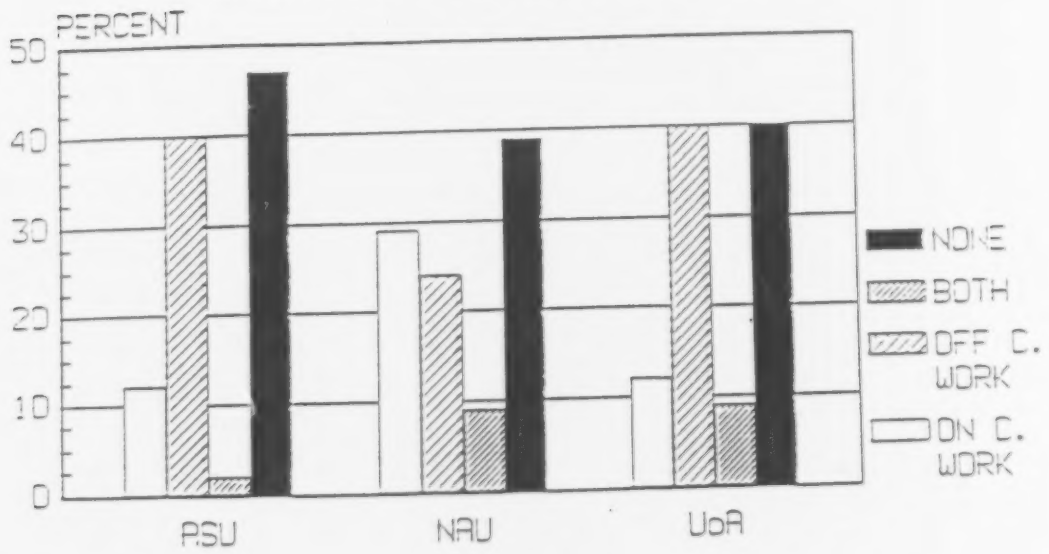
VAR 53 - MAJOR SOURCE OF FINANCES:
ON CAMPUS, OFF CAMPUS WORK



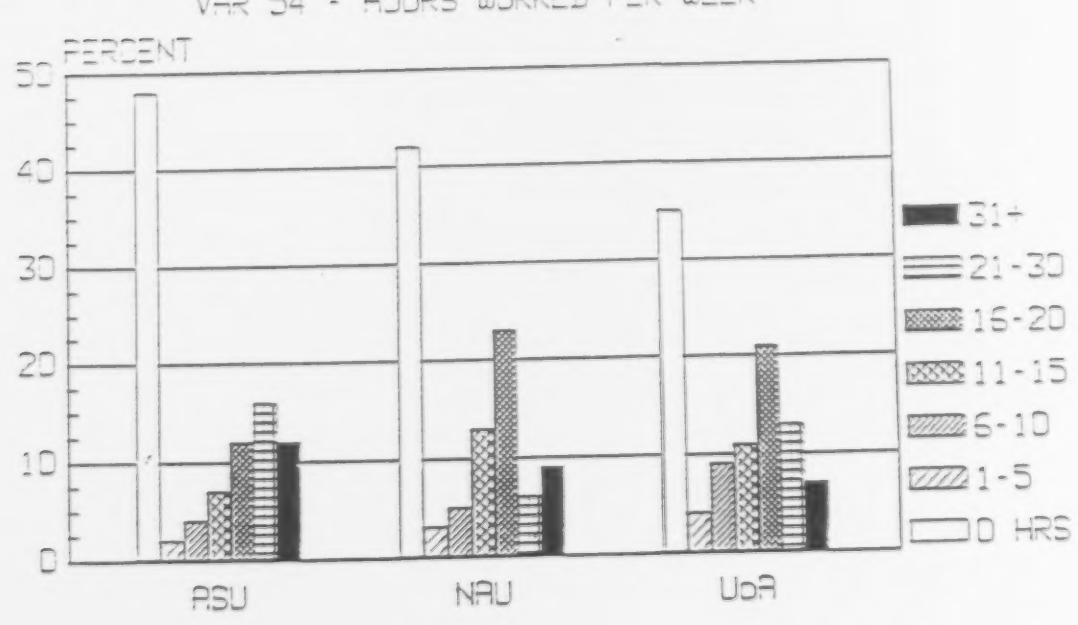
VAR 54 - HOURS WORKED PER WEEK



VAR 53 - MAJOR SOURCE OF FINANCES:
ON CAMPUS, OFF CAMPUS WORK



VAR 54 - HOURS WORKED PER WEEK



APPENDIX H

CAMPUS SUPPORT - ACADEMIC AND SOCIAL

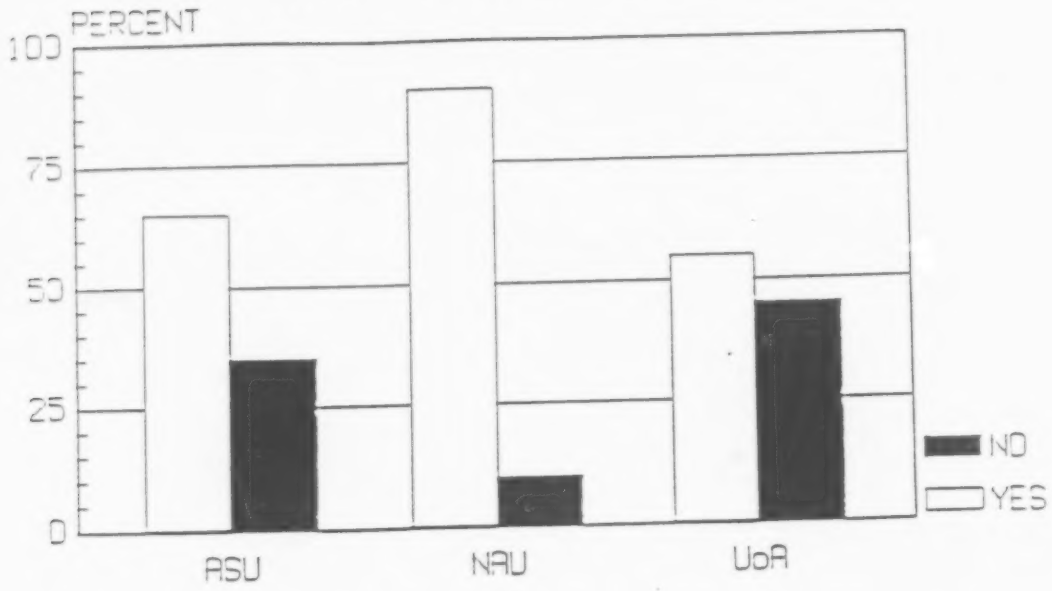
1. Among ethnic groups, Blacks are most likely to have an academic advisor for program assistance and Asians are least likely (Var 55). At the three universities, academic advisors are more likely to be available at NAU and less likely at the UA and ASU. If students meet with advisors, they do so about one to two times a semester at UA and ASU and somewhat more at NAU (Var 56).

2. When students have a personal problem, the overwhelming majority go to family and friends, or to no one, especially at ASU and UA, somewhat less so at NAU (Var 57). More than three-fourths of the respondents do not seek help from the counseling services at any of the universities (Var 58), but of those who did, Whites and Hispanics found the most help and Native Americans the least (Var 59). Of the universities, NAU provided the most help.

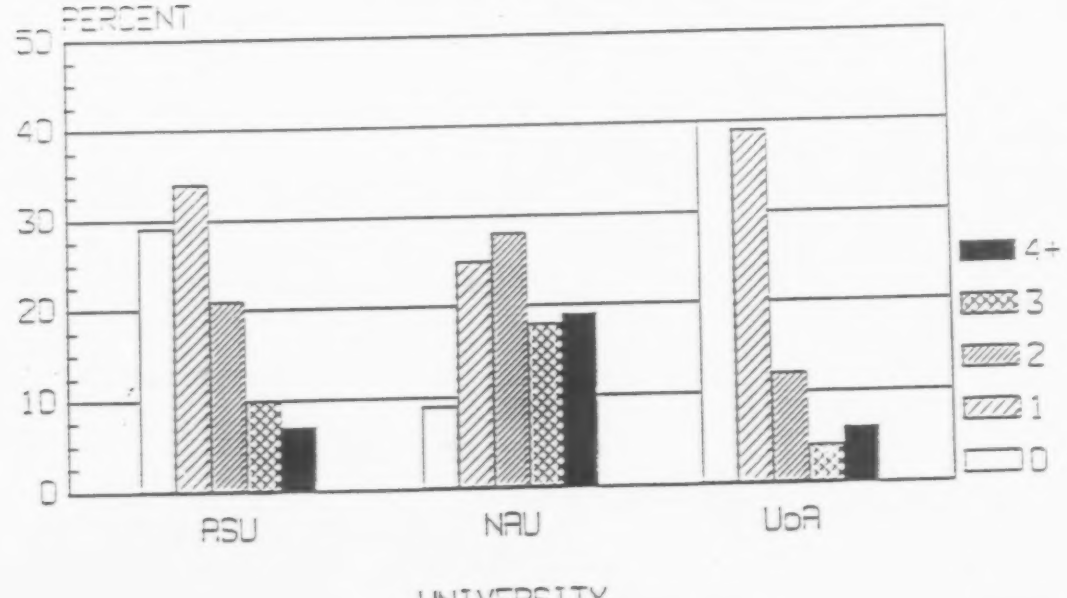
3. When students have academic problems, professors and classmates are generally the most helpful (Var 60), but Blacks and Native Americans make some use of tutorial services. Interestingly, Asians find as much help from friends as from classmates and Native Americans cite no one most. Within the universities, professors at the UA are the greatest source of academic help. The quality of professorial assistance (Var 61) is generally high as reported by all ethnic groups and is highest at UA. Interaction with professors (Var 64) is warm and professional but with some variation between ethnic groups and more so between universities, ASU and UA being distinctly different with NAU somewhere in between. Frequency of academic interaction with professors (Var 65) was cited as seldom or rare by most ethnic groups and Blacks cited none most often. At the three universities the responses are inconclusive, but are generally less than favorable.

4. With regard to non-professorial assistance, interaction with university personnel (Var 62) is less favorable than with professors and among all ethnic groups, less than 25% of the respondents make use of tutorial services (Var 63).

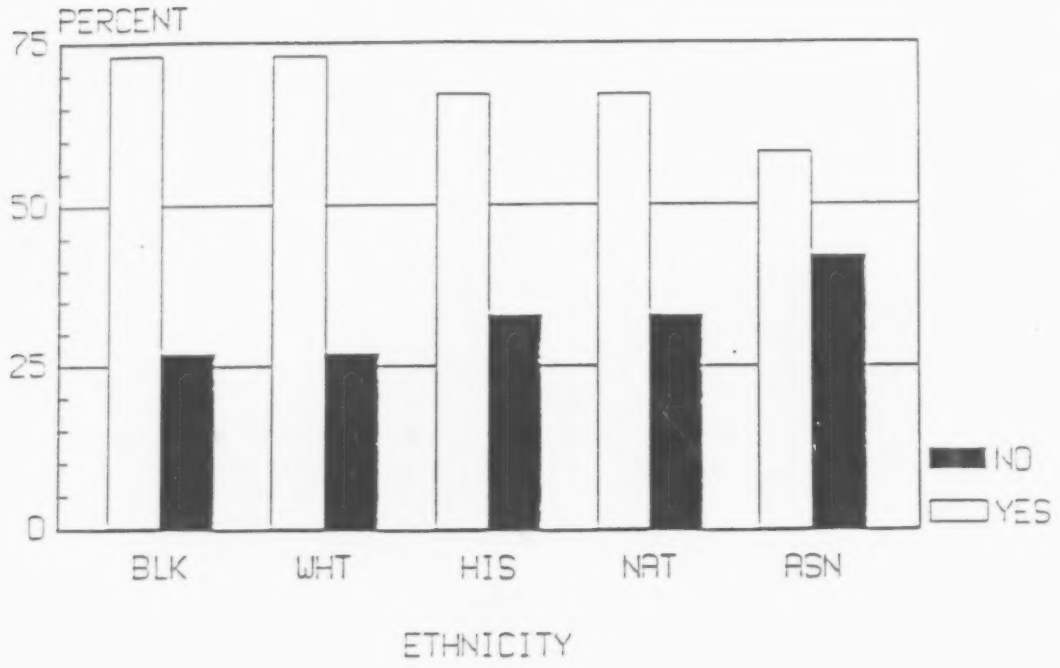
VAR 55 - ACADEMIC ADVISOR



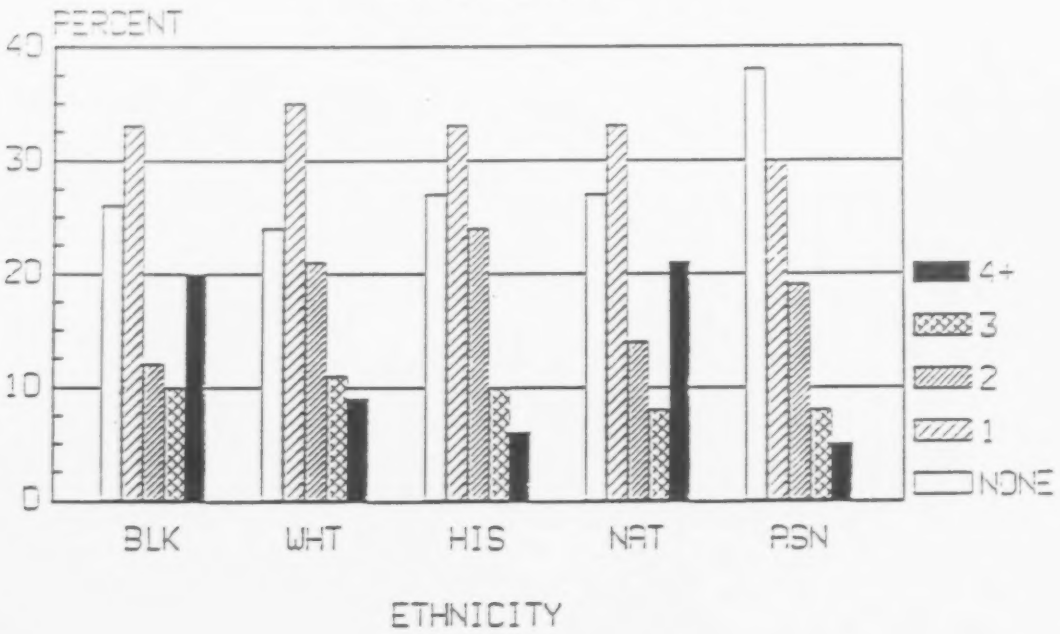
VAR 56 - MEETINGS WITH ADVISOR PER SEMESTER



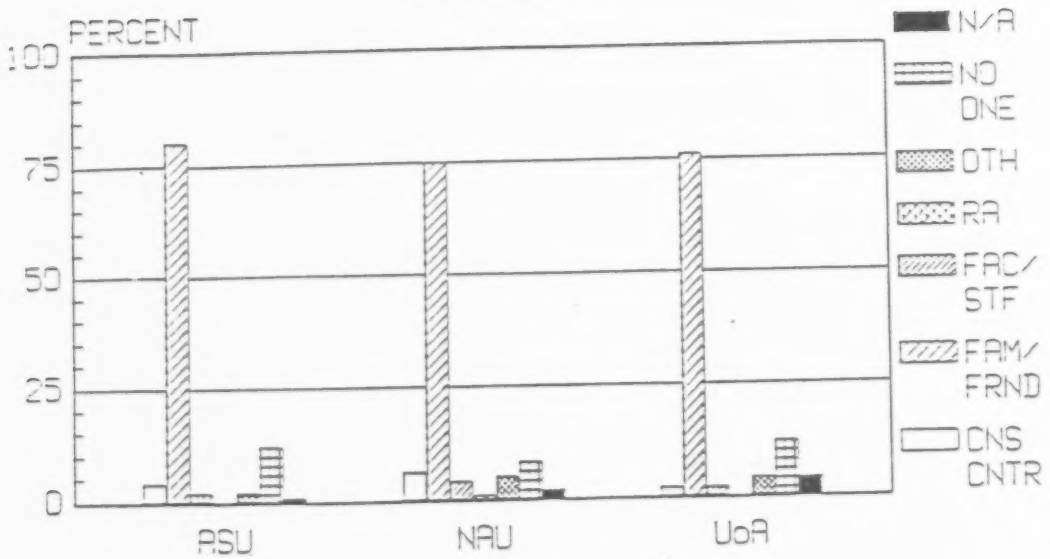
VAR 55 - ACADEMIC ADVISOR



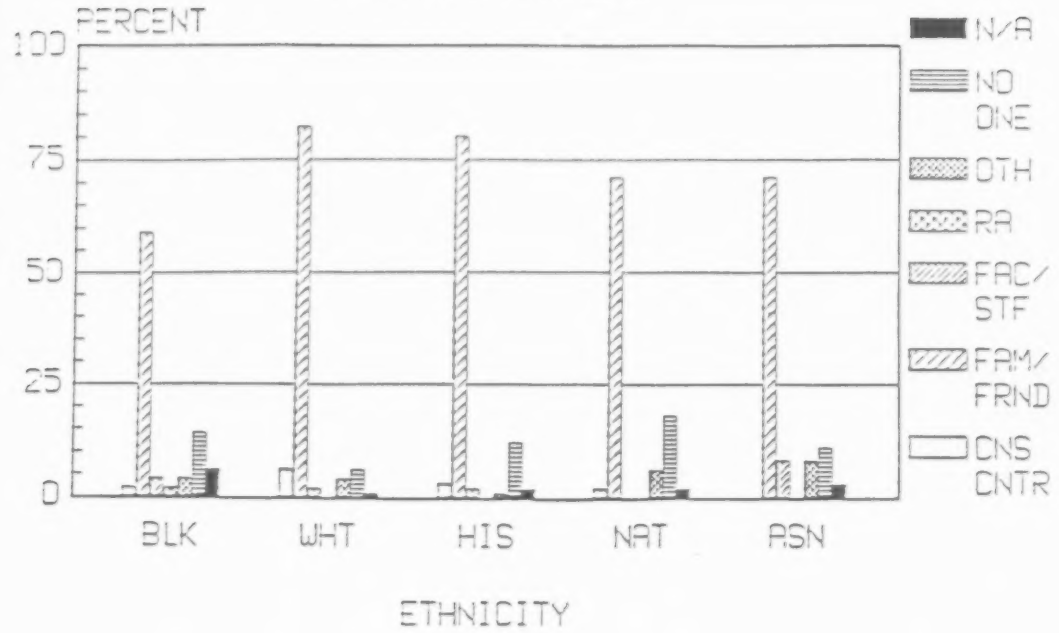
VAR 56 - MEETINGS WITH ADVISOR
PER SEMESTER



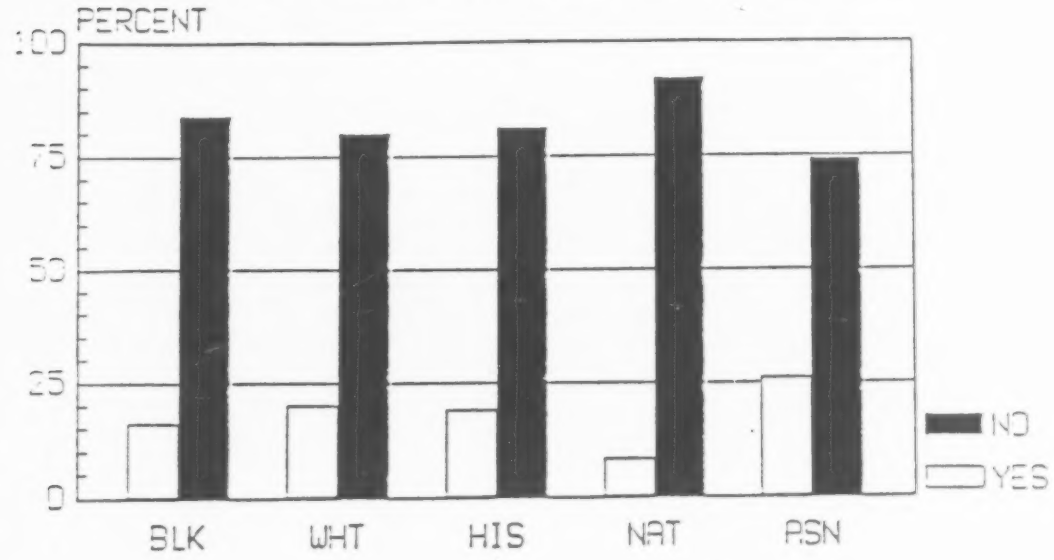
VAR 57 - TO WHOM YOU GO WITH PERSONAL PROBLEMS



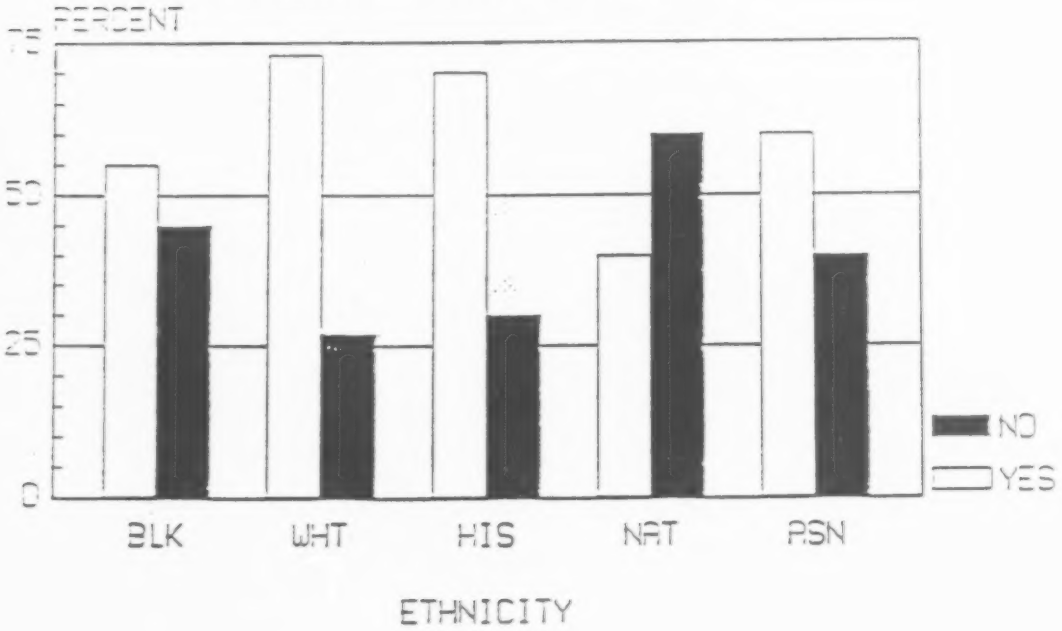
VAR 57 - TO WHOM YOU GO WITH
PERSONAL PROBLEMS



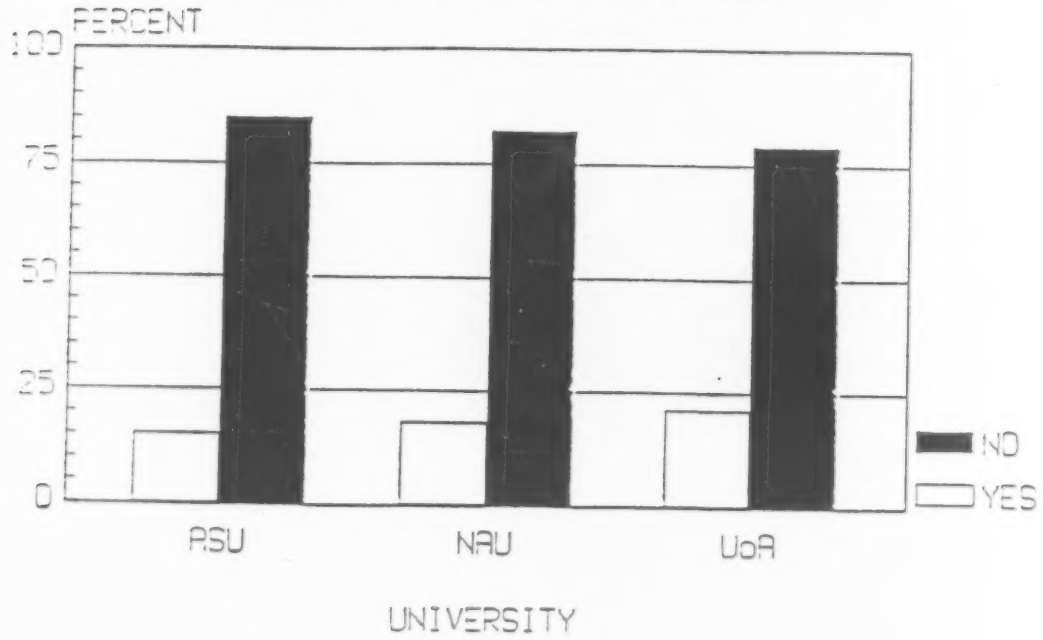
VAR 58 - SOUGHT HELP FROM THE
UNIVERSITY COUNSELING SERVICES



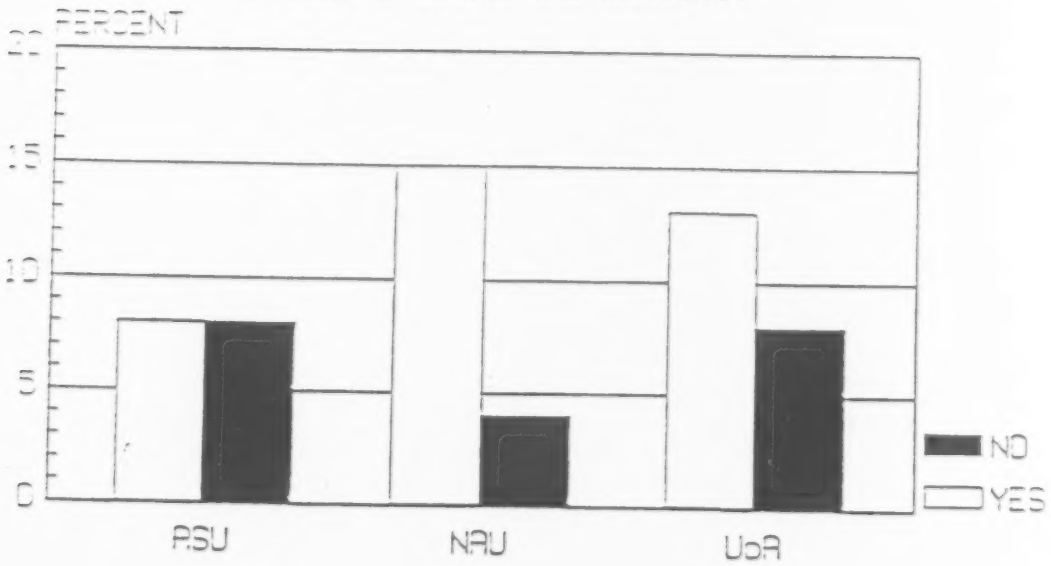
VAR 59 - HELPFULNESS OF COUNSELING
(STUDENTS USING THE SERVICE)



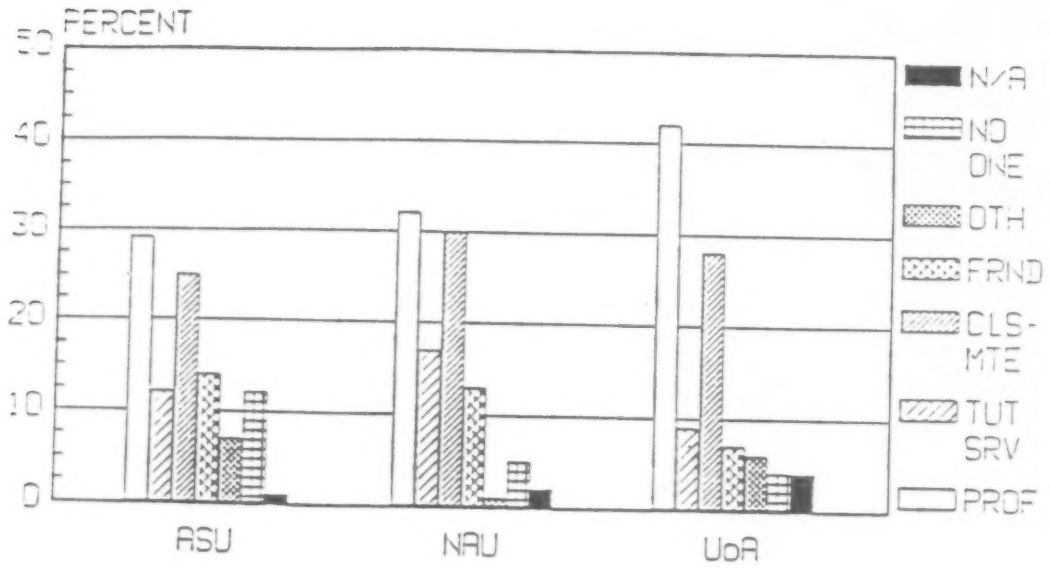
VAR 58 - SOUGHT HELP FROM THE
UNIVERSITY COUNSELING SERVICES



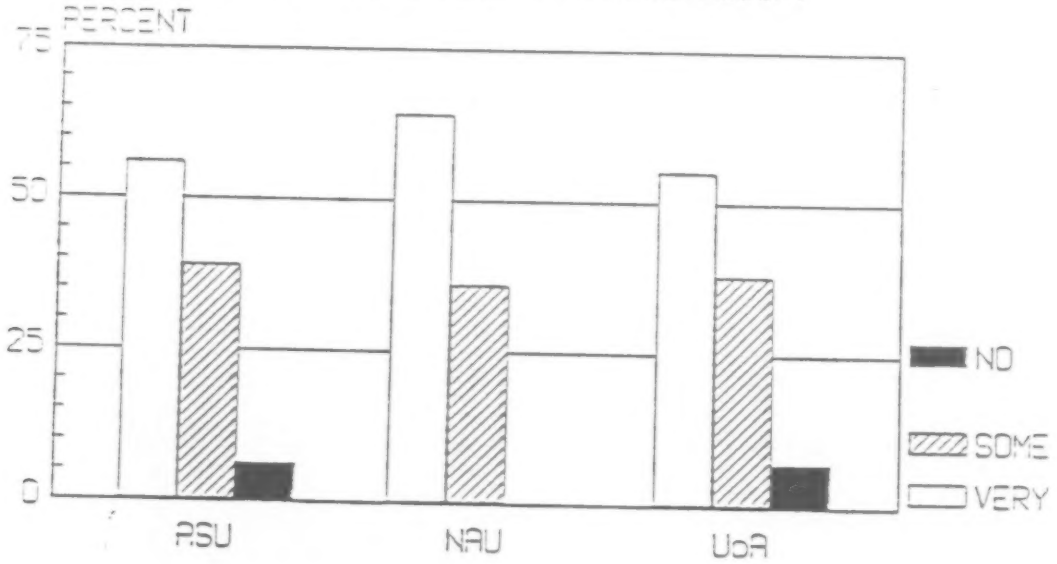
VAR 59 - HELPFULNESS OF COUNSELING
(STUDENTS USING THE SERVICE)

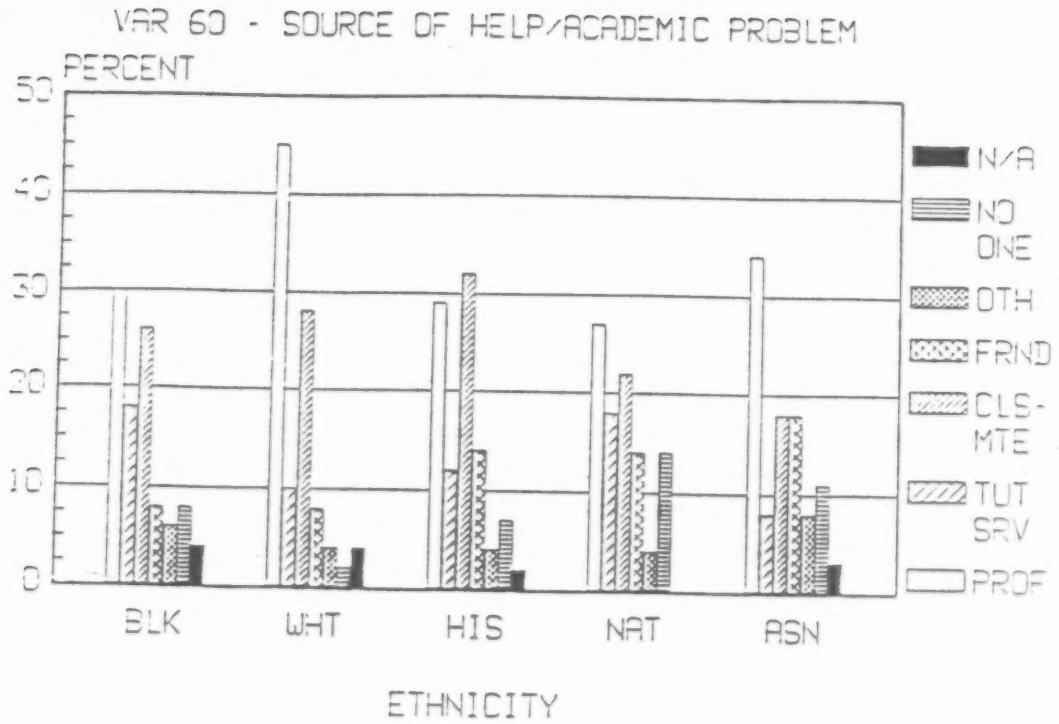


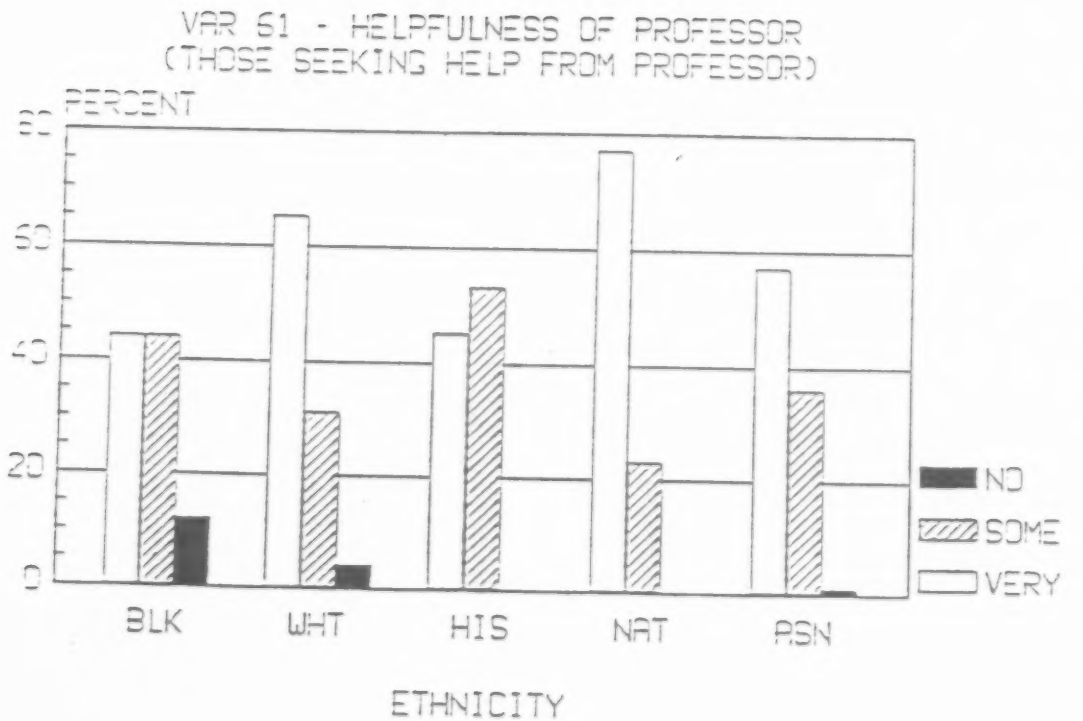
VAR 60 - SOURCE OF HELP/ACADEMIC PROBLEM



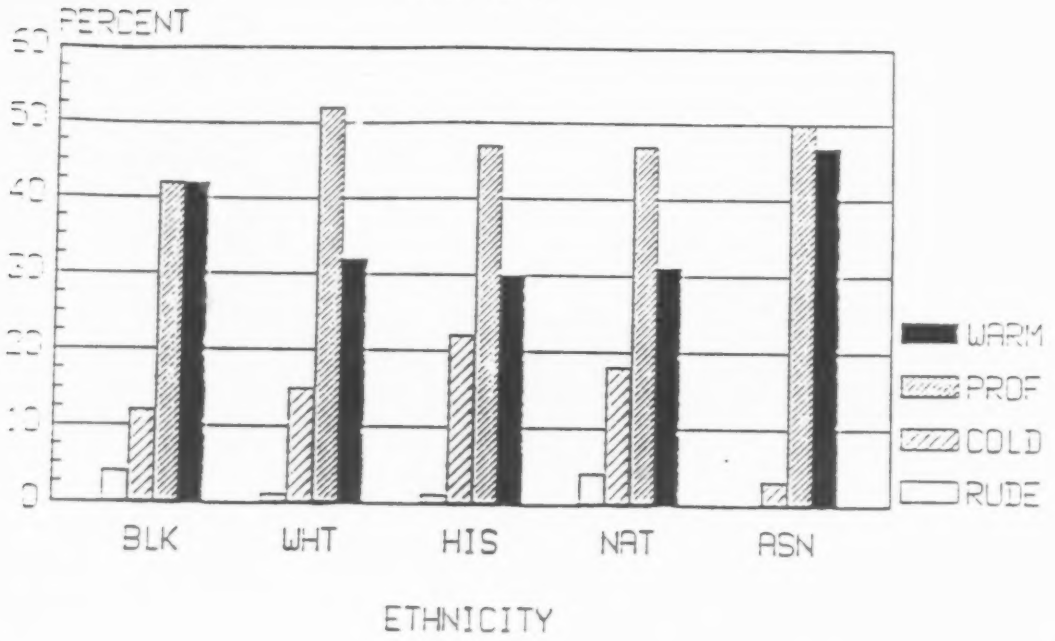
VAR 61 - HELPFULNESS OF PROFESSOR
(THOSE SEEKING HELP FROM PROFESSOR)



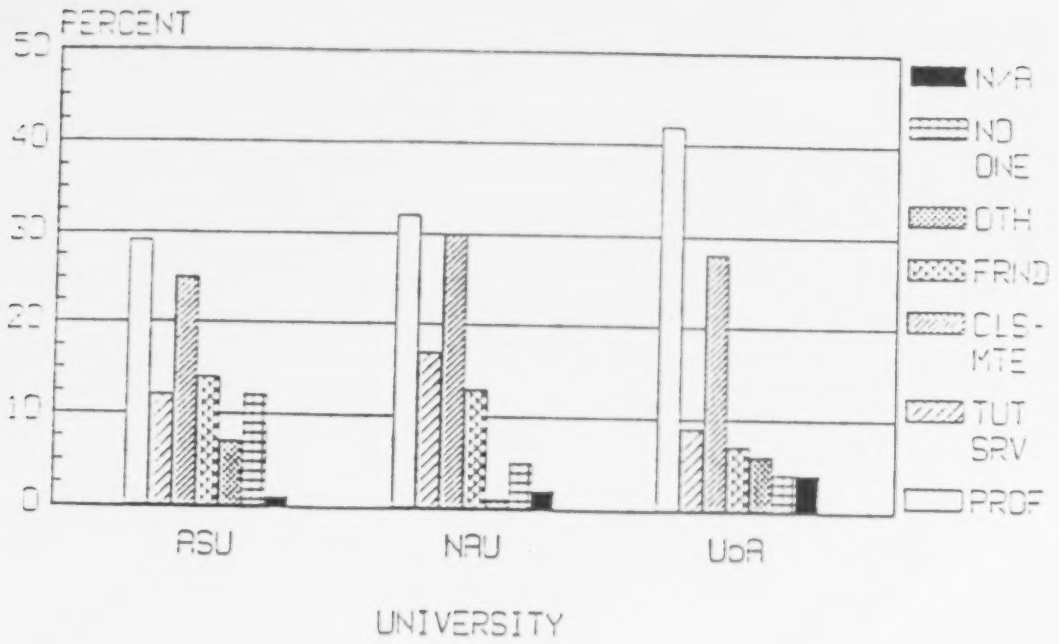

VAR 60 - SOURCE OF HELP/ACADEMIC PROBLEM
PERCENT
50
40
30
20
10
0
N/A
NO ONE
OTH
FRND
CLS-MTE
TUT SRV
PROF
BLK
WHT
HIS
NAT
ASN
ETHNICITY


VAR 61 - HELPFULNESS OF PROFESSOR
(THOSE SEEKING HELP FROM PROFESSOR)
PERCENT
80
60
40
20
0
NO
SOME
VERY
BLK
WHT
HIS
NAT
ASN
ETHNICITY

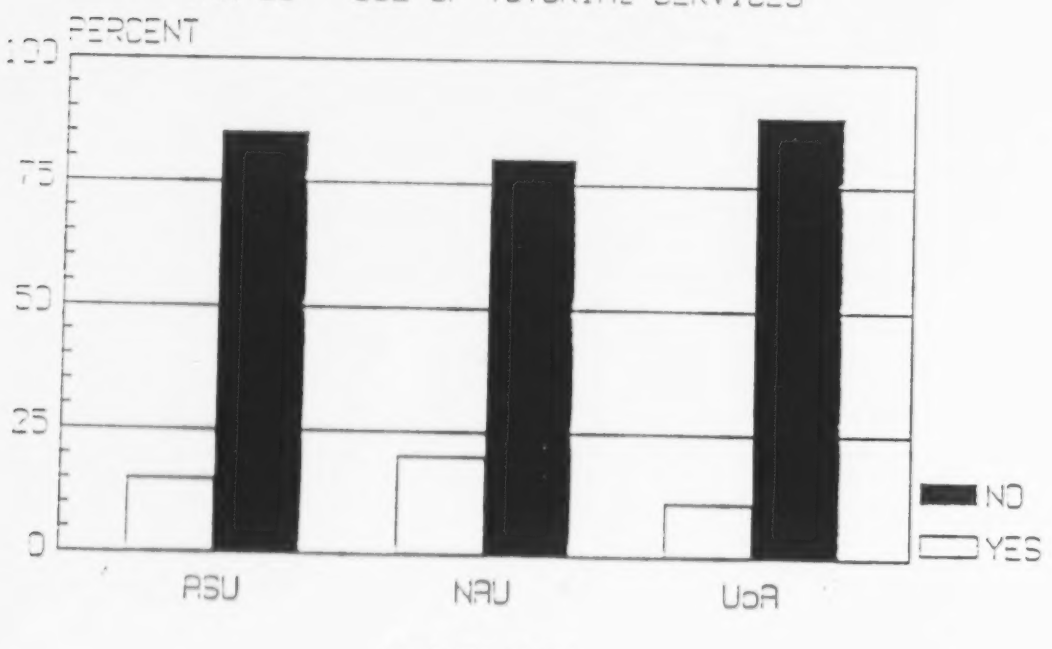
VAR 62 - INTERACTION WITH UNIVERSITY PERSONNEL



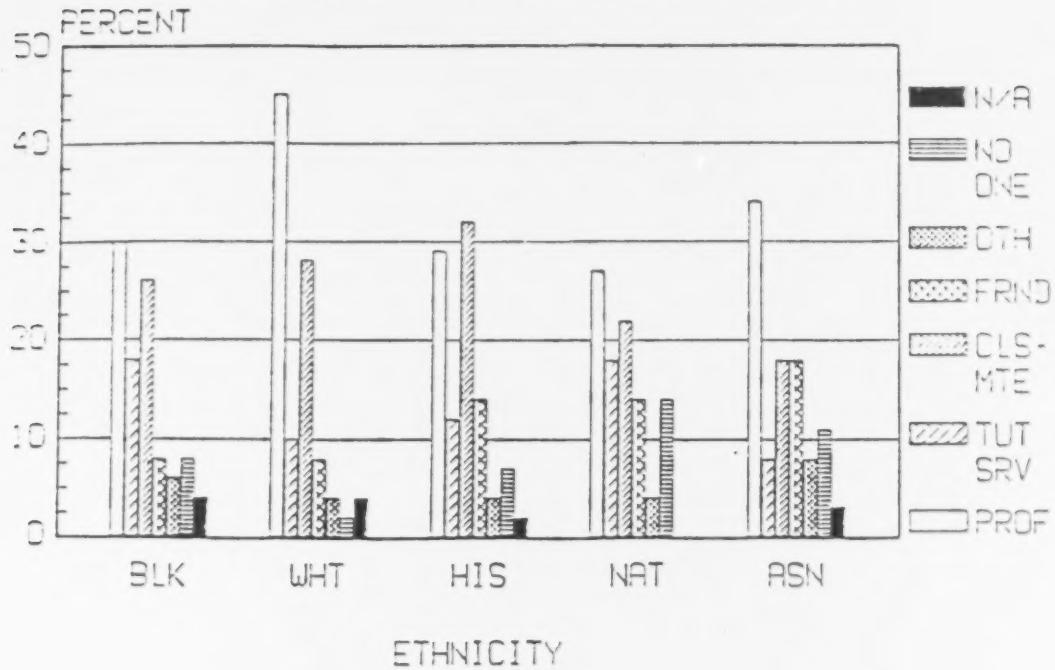
VAR 60 - SOURCE OF HELP/ACADEMIC PROBLEM



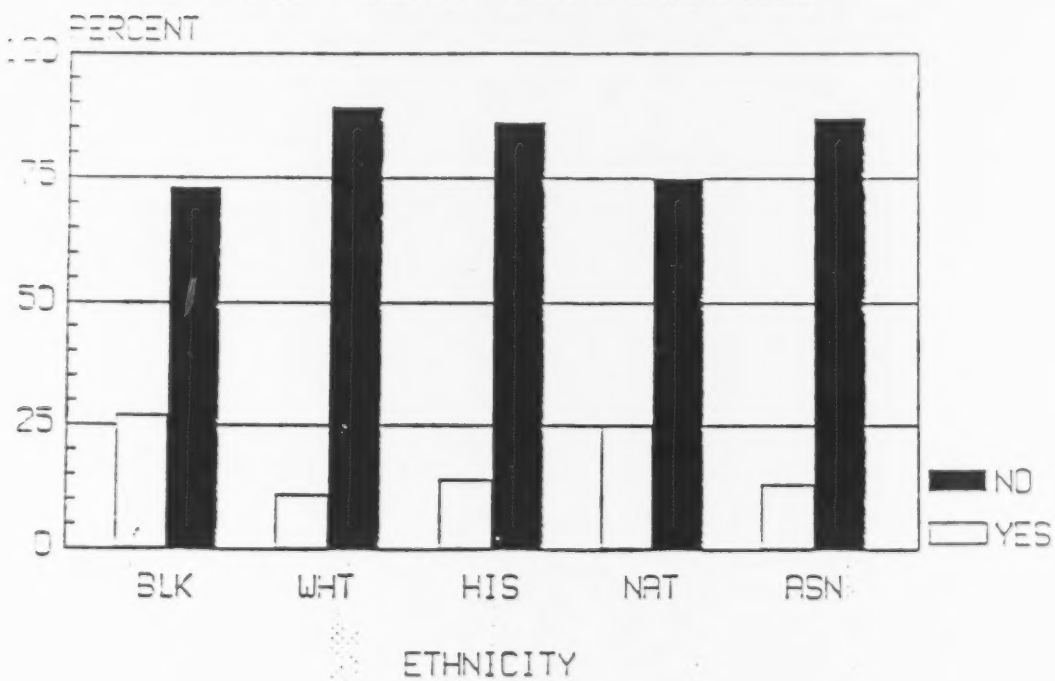
VAR 63 - USE OF TUTORIAL SERVICES

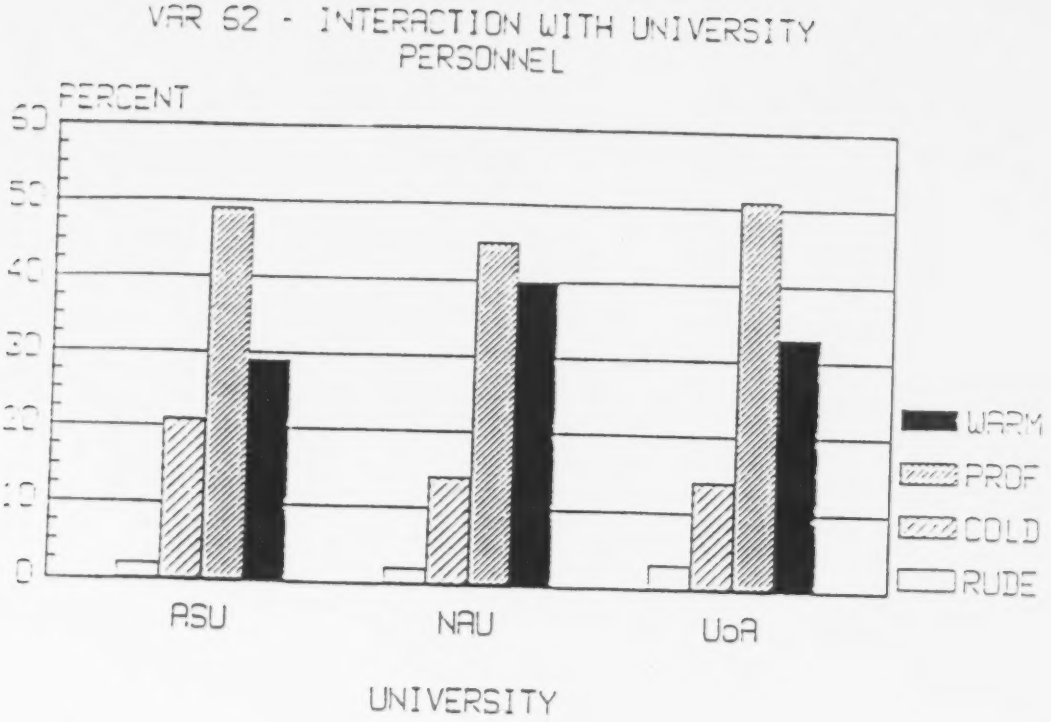


VAR 60 - SOURCE OF HELP/ACADEMIC PROBLEM

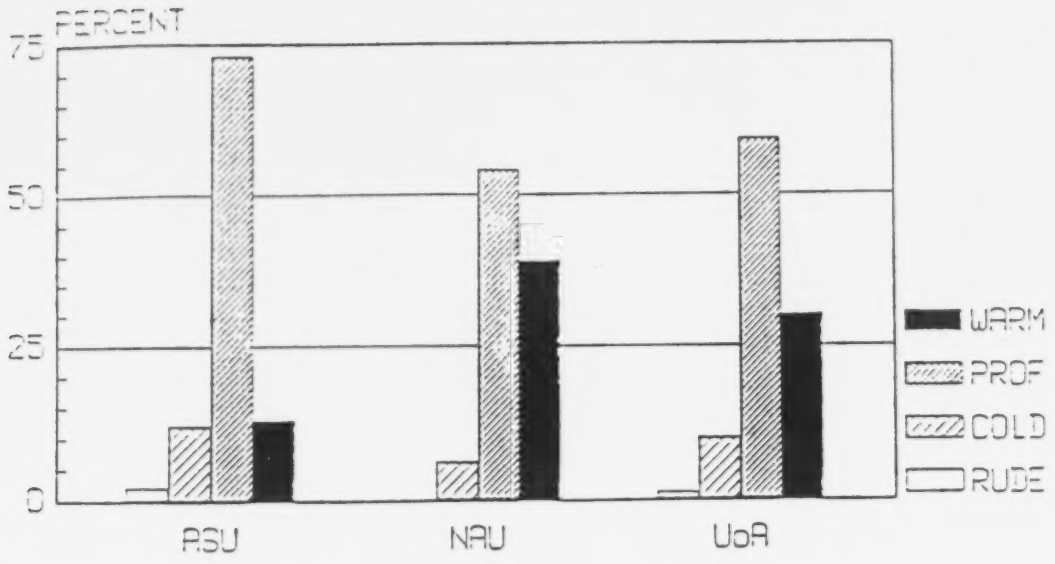


VAR 63 - USE OF TUTORIAL SERVICES

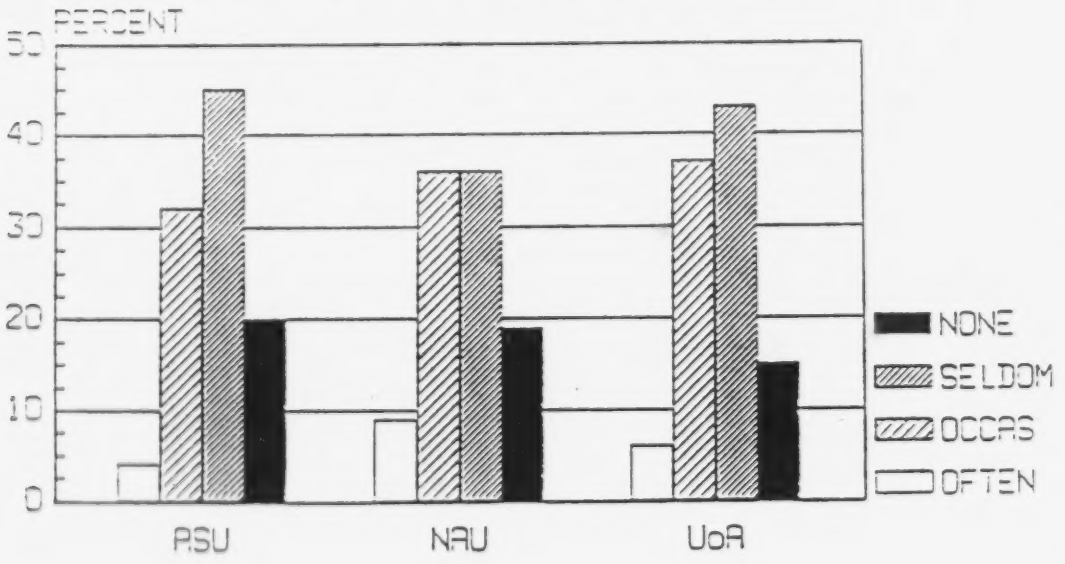



VAR 62 - INTERACTION WITH UNIVERSITY PERSONNEL
PERCENT
60
50
40
30
20
10
0
WARM
PROF
COLD
RUDE
ASU
NAU
UofA
UNIVERSITY

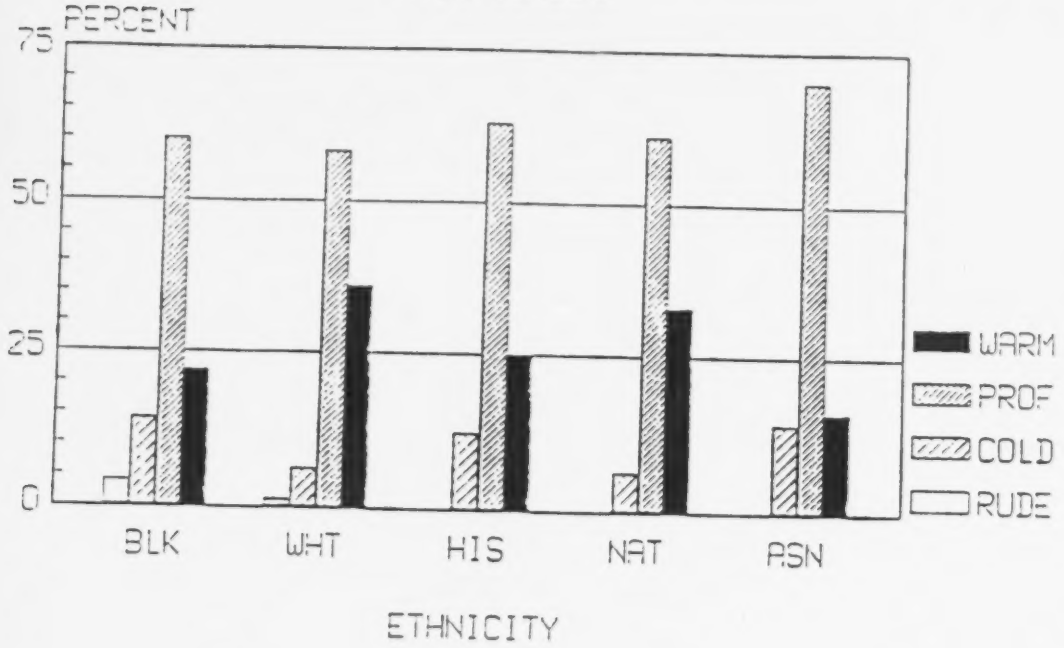
VAR 64 - INTERACTION WITH PROFESSOR IN CLASSROOM



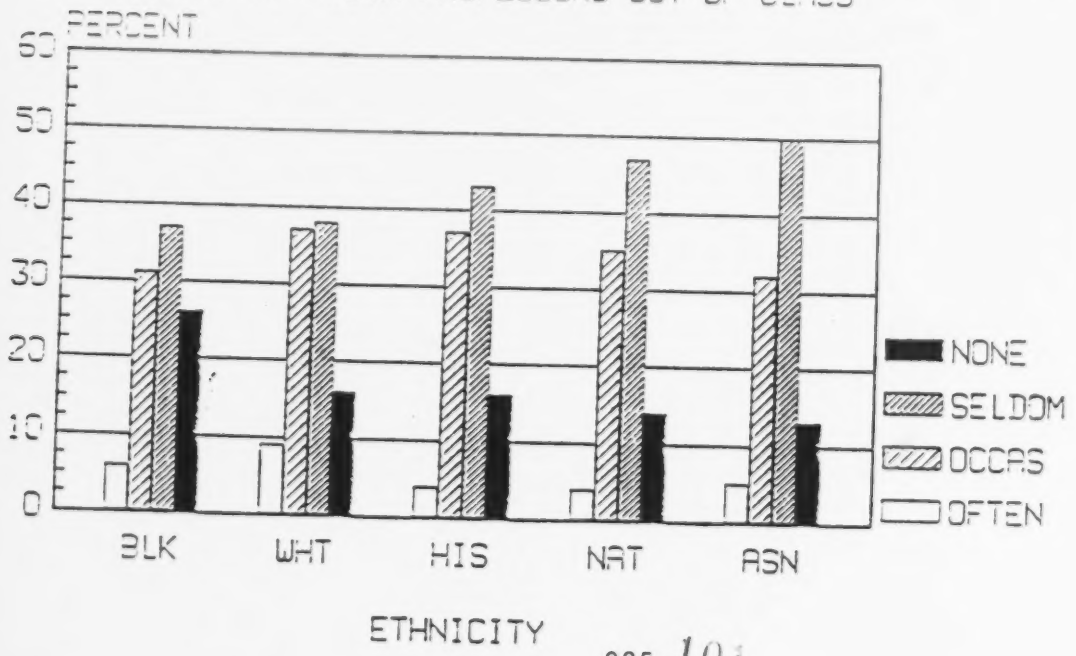
VAR 65 - FREQUENCY OF ACADEMIC INTERACTION WITH PROFESSORS OUT OF CLASS



VAR 64 - INTERACTION WITH PROFESSOR IN CLASSROOM



VAR 65 - FREQUENCY OF ACADEMIC INTERACTION WITH PROFESSORS OUT OF CLASS



APPENDIX I

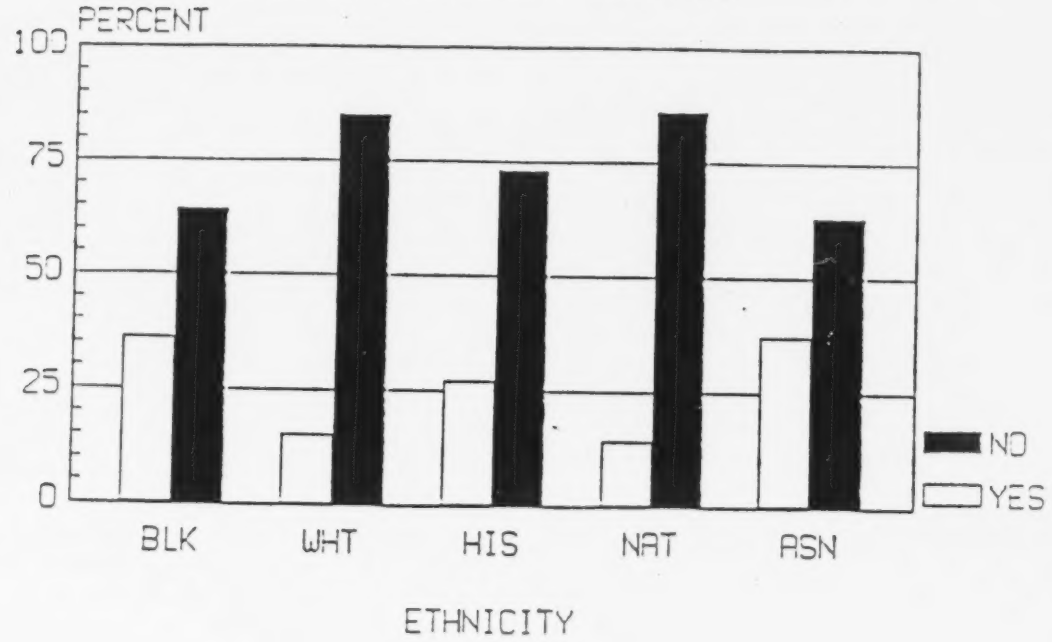
CAREER PLACEMENT AND FUTURE STUDIES

1. Only about one quarter of the respondents use career/placement services (Var 66) but those who do make use of this service do so for employment assistance and as a source of career information (Var 68).

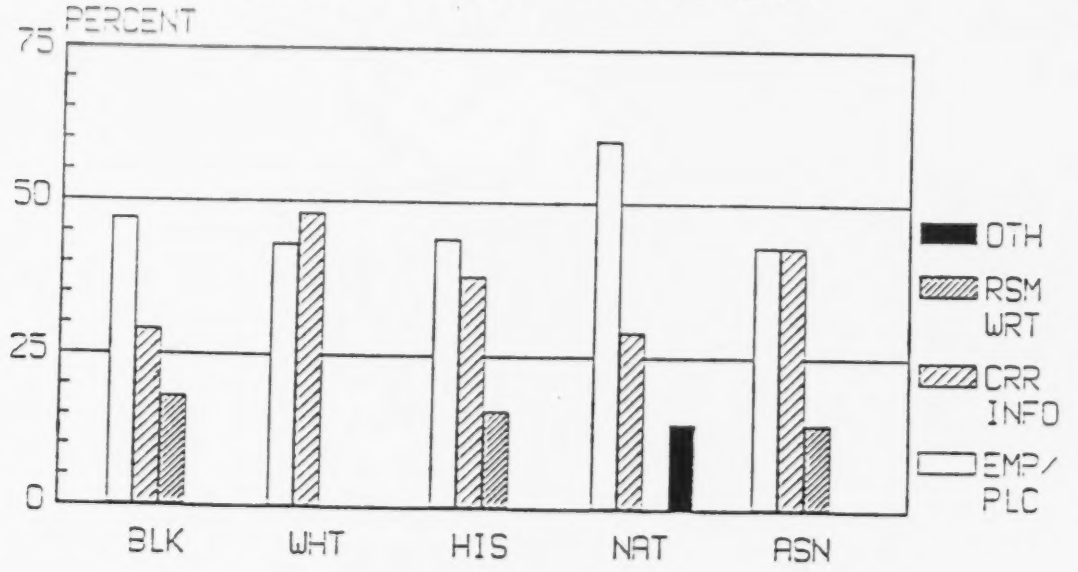
2. When asked what factors could prevent the student from returning to the university next semester, although the majority of students planned to return (Var 68), among those students the most prevalent barrier to degree completion (Var 69) was financial difficulty.

3. Of those students electing to continue graduate studies (Var 70) at the three universities, Blacks, Whites and Hispanics chose UA first with ASU and NAU second and third; Native American students chose UA, NAU and ASU in that order and Asians predominantly chose ASU. Interestingly, about one quarter of students in all groups chose out-of-state universities, especially the Asian group. About one quarter do not plan to continue graduate studies. Of further interest is the preponderant choice by students of their "home" university, although less so by NAU students.

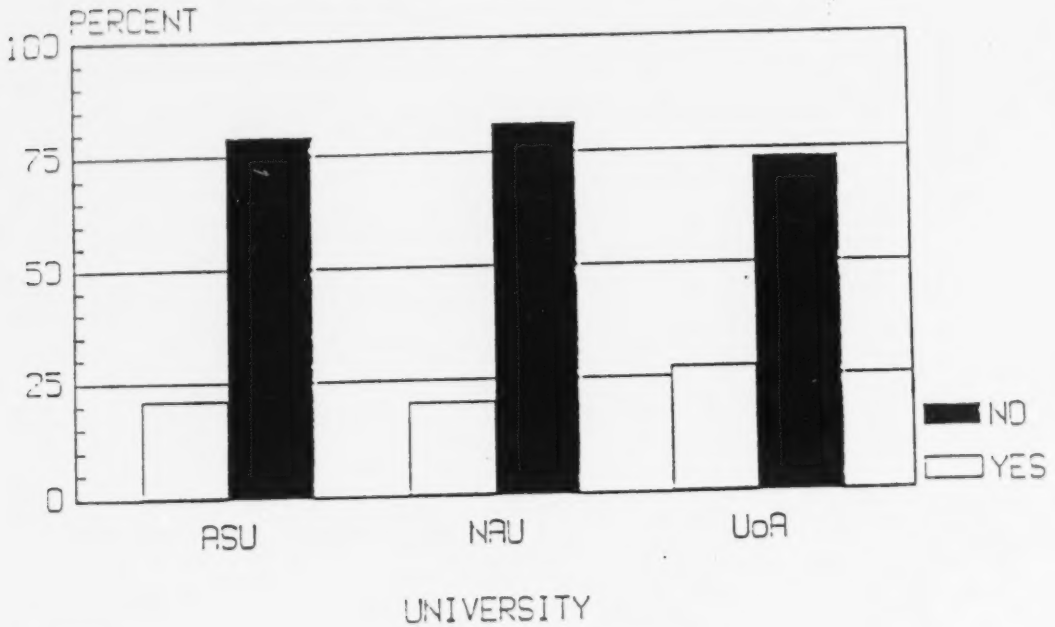
VAR 66 - SOUGHT HELP OF THE CAREER/PLACEMENT SERVICES



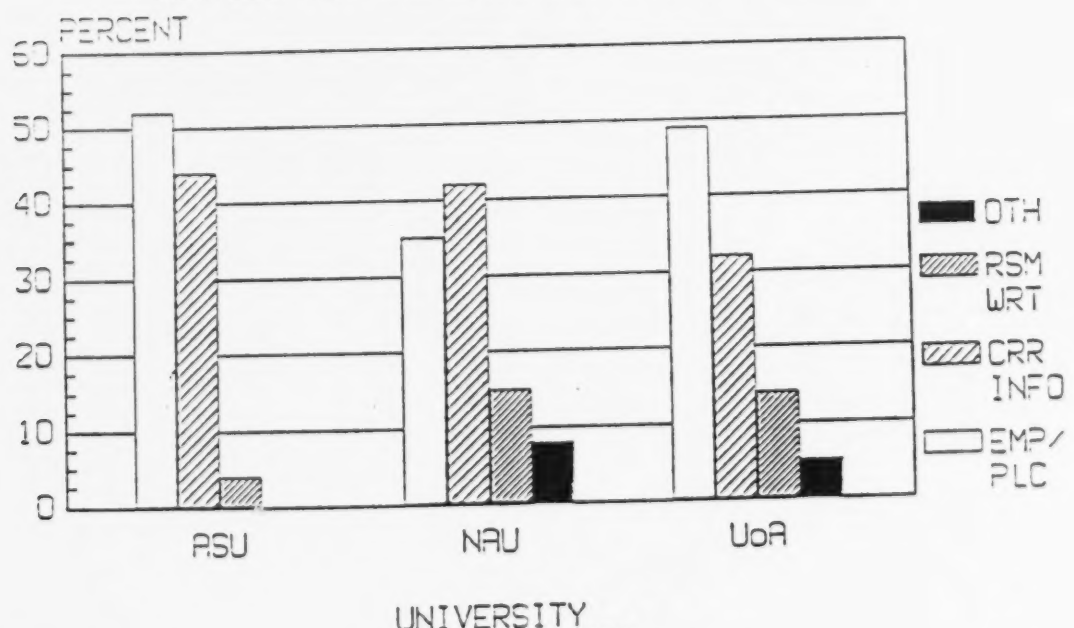
VAR 67 - MOST USED CAREER/PLACEMENT SERVICE (BY STUDENTS USING CENTERS)

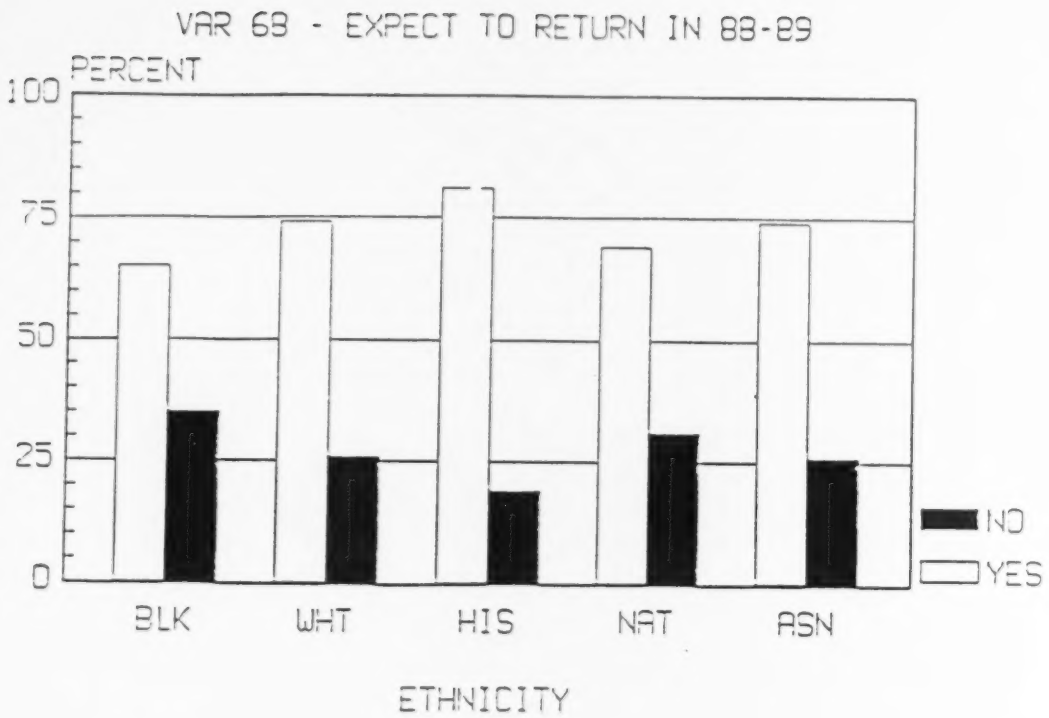


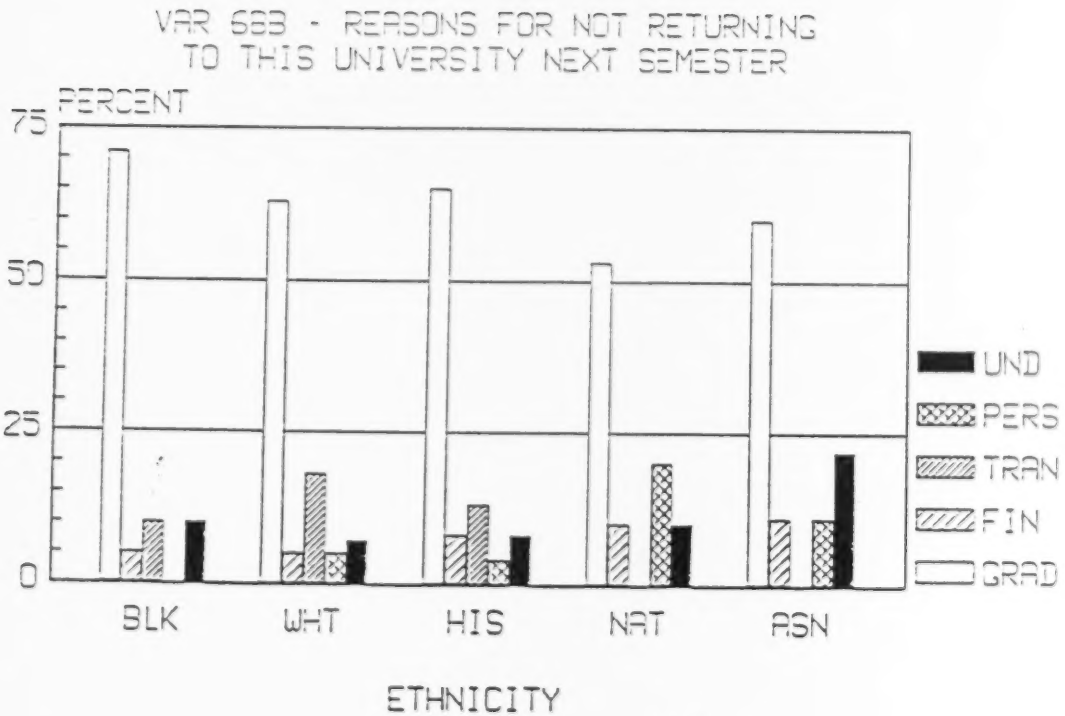
VAR 66 - SOUGHT HELP OF THE CAREER/PLACEMENT SERVICES



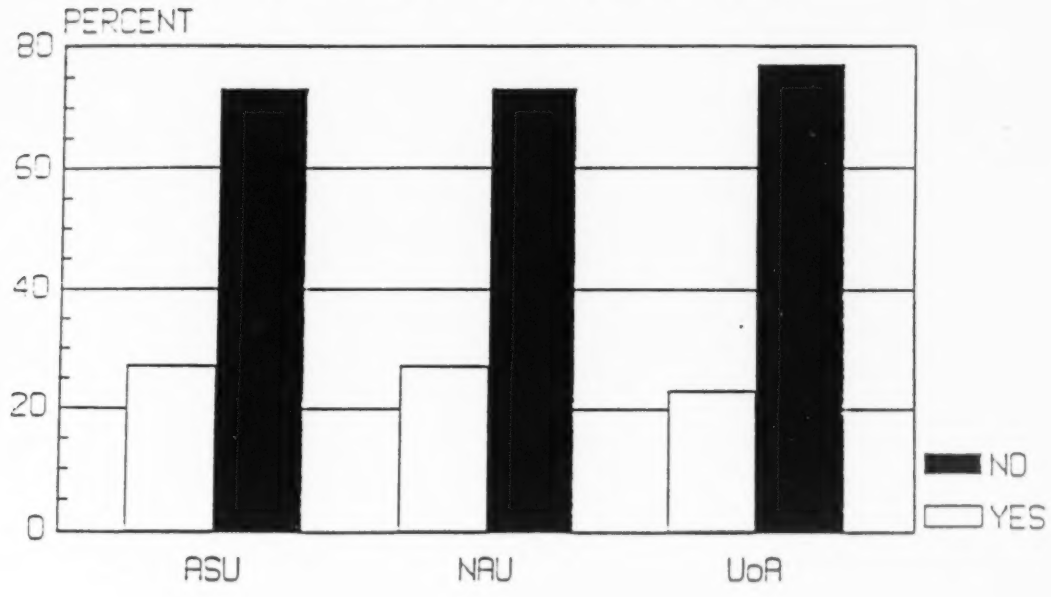
VAR 67 - MOST USED CAREER/PLACEMENT SERVICE (BY STUDENTS USING CENTERS)



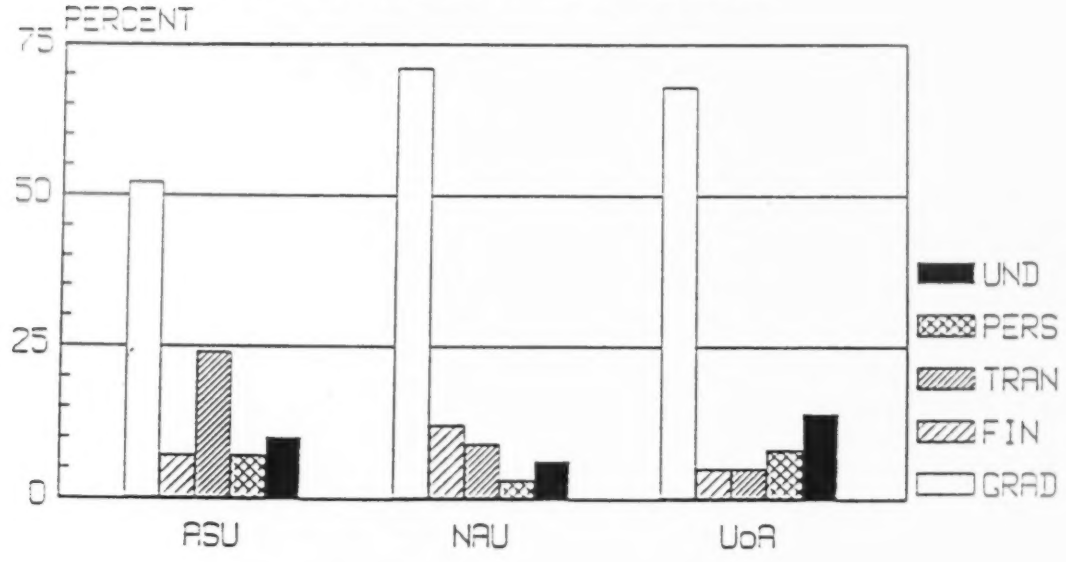

VAR 68 - EXPECT TO RETURN IN 88-89
PERCENT
100
75
50
25
0
BLK
WHT
HIS
NAT
ASN
NO
YES
ETHNICITY


VAR 68B - REASONS FOR NOT RETURNING
TO THIS UNIVERSITY NEXT SEMESTER
PERCENT
75
50
25
0
BLK
WHT
HIS
NAT
ASN
UND
PERS
TRAN
FIN
GRAD
ETHNICITY

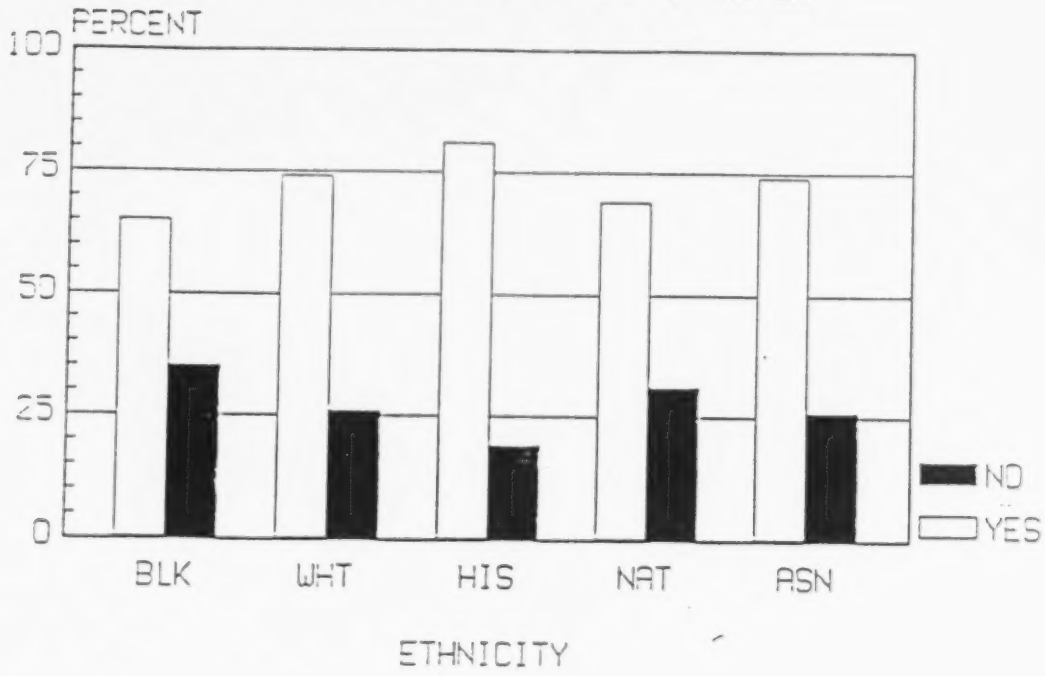
VAR 68 - EXPECT TO RETURN IN 88-89



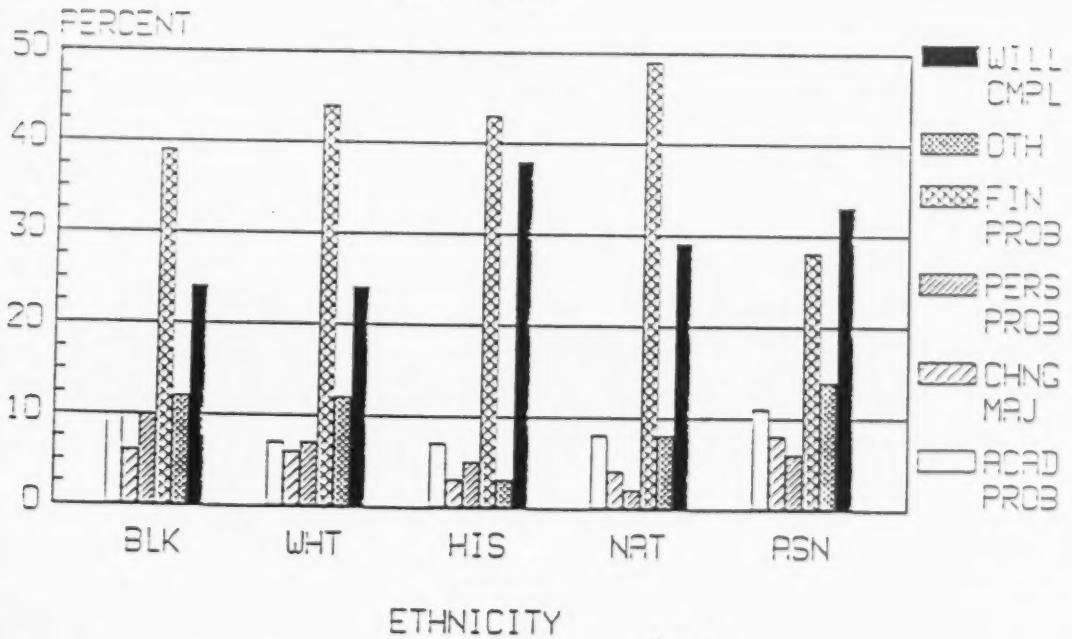
VAR 68 CONTD - REASONS FOR NOT RETURNING
TO THIS UNIVERSITY NEXT SEMESTER



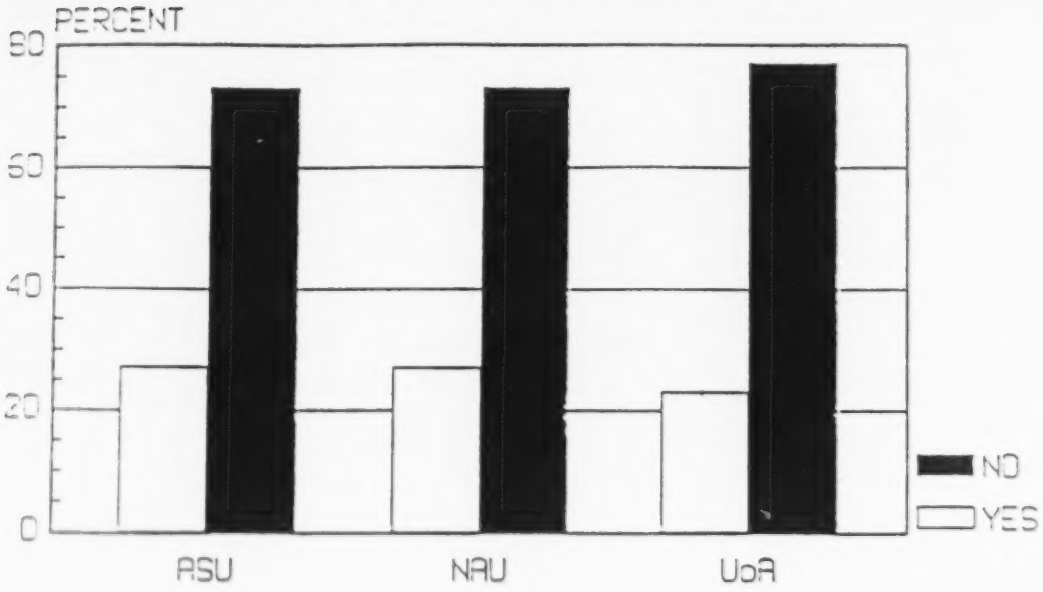
VAR 68 - EXPECT TO RETURN IN 88-89



VAR 69 - POSSIBLE BARRIERS TO DEGREE COMPLETION

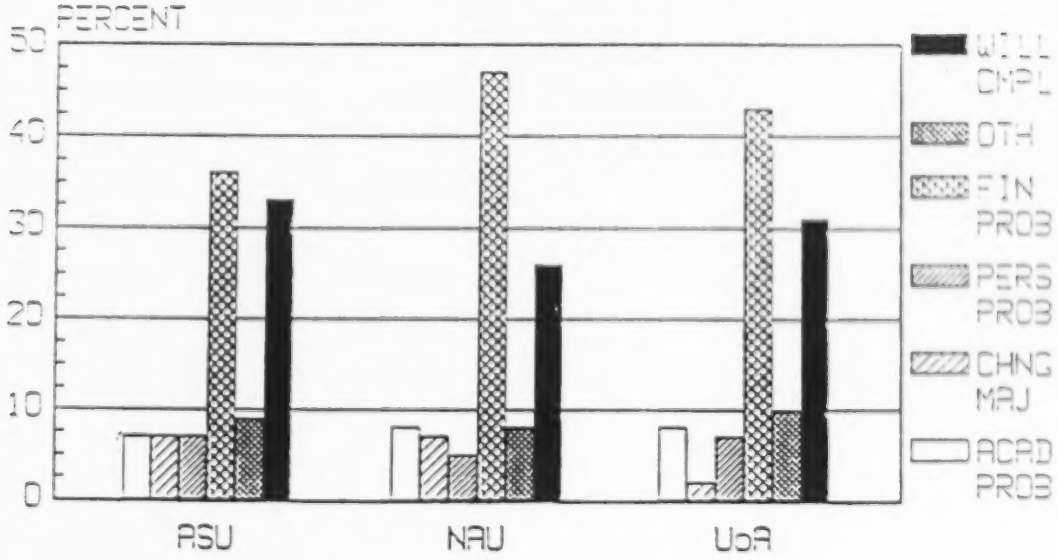


VAR 68 - EXPECT TO RETURN IN 88-89



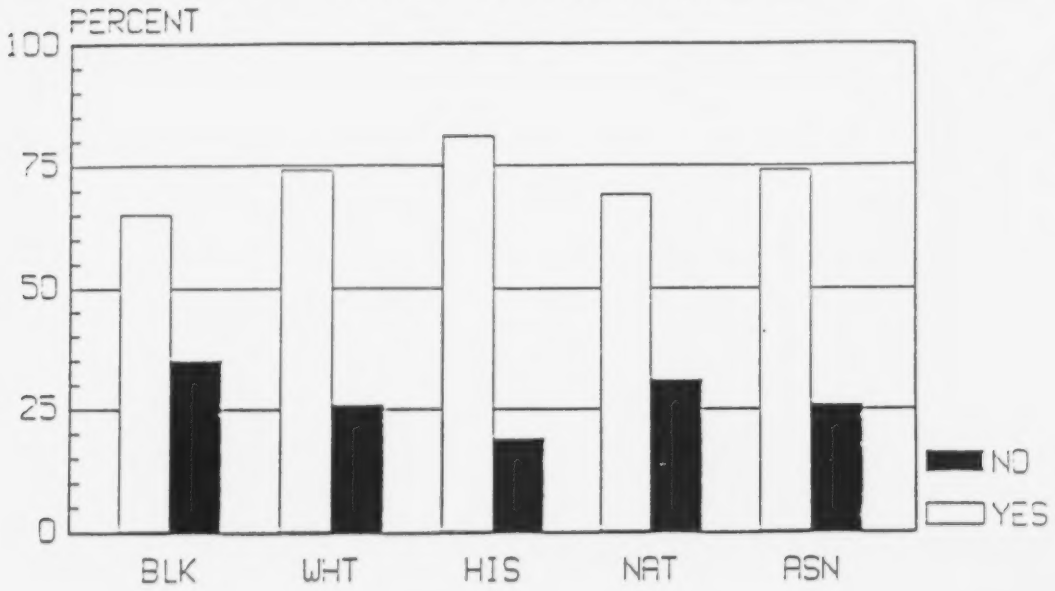
UNIVERSITY

VAR 69 - POSSIBLE BARRIERS TO DEGREE COMPLETION

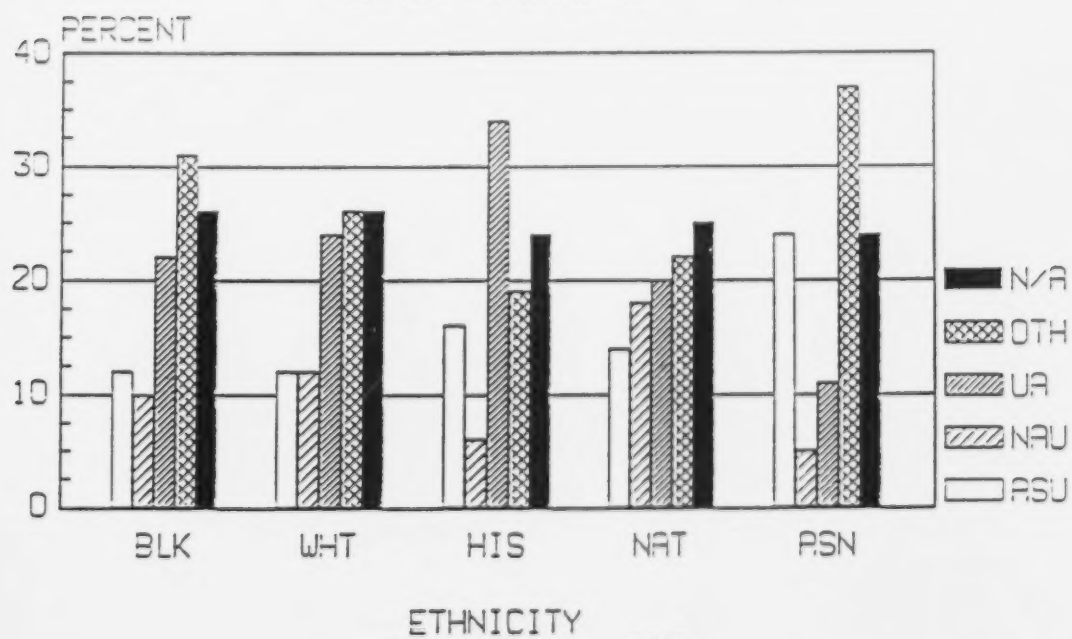


UNIVERSITY

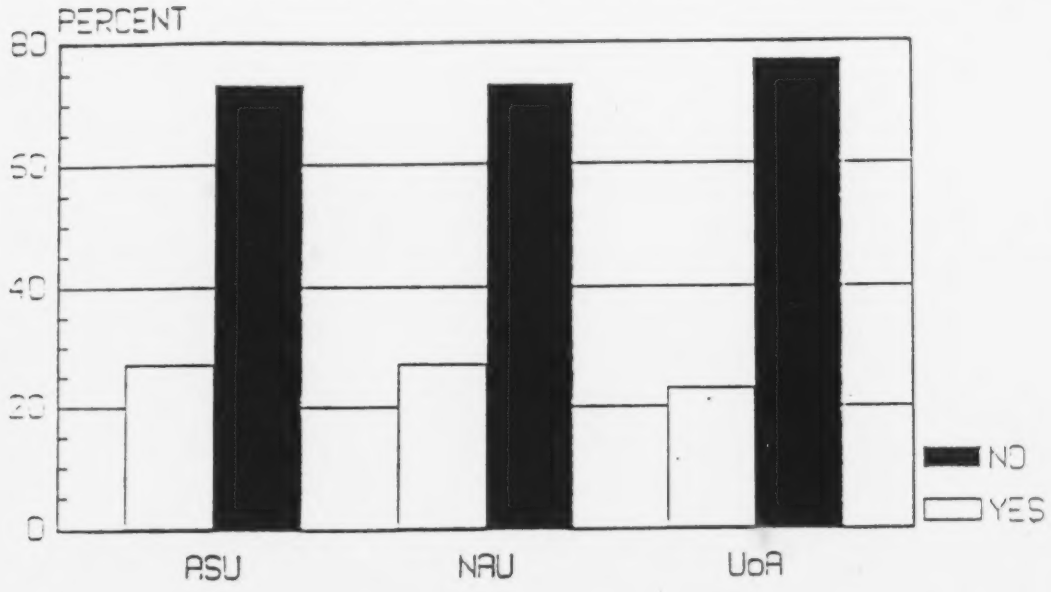
VAR 68 - EXPECT TO RETURN IN 88-89



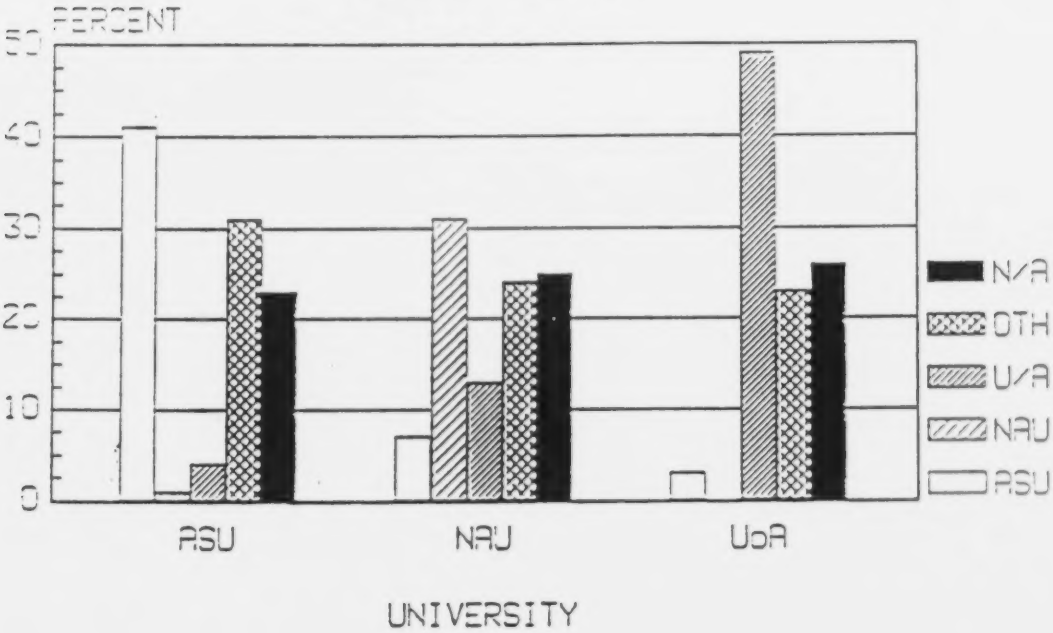
VAR 70 - UNIVERSITY CHOSEN FOR GRADUATE STUDIES



VAR 68 - EXPECT TO RETURN IN 88-89



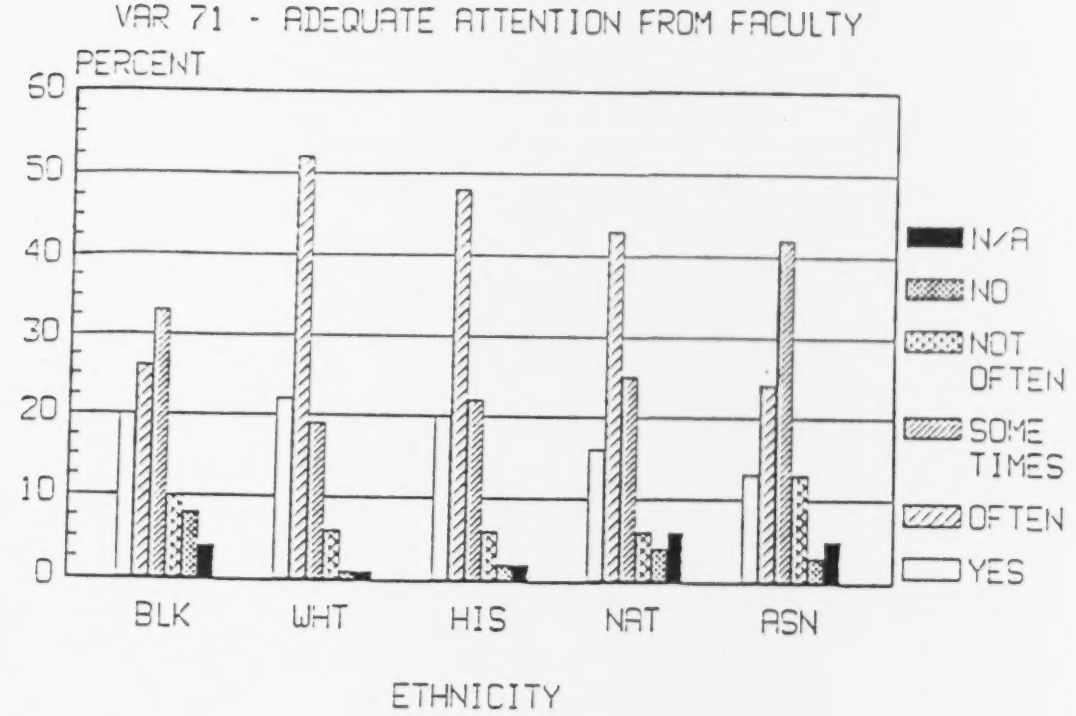
VAR 70 - UNIVERSITY CHOSEN FOR GRADUATE STUDIES

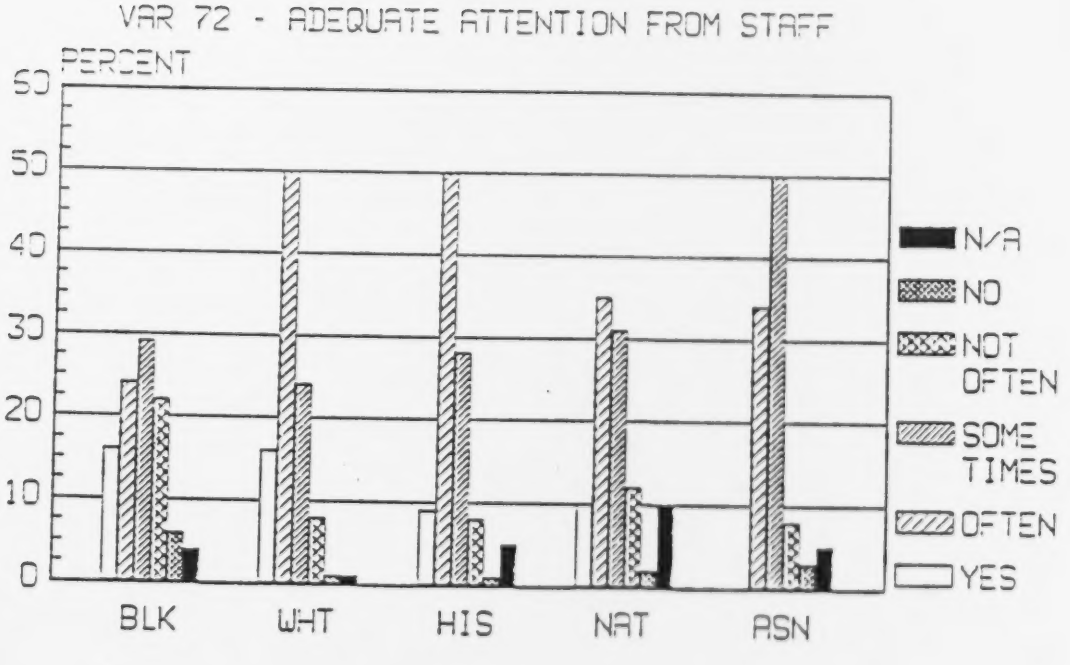


APPENDIX J

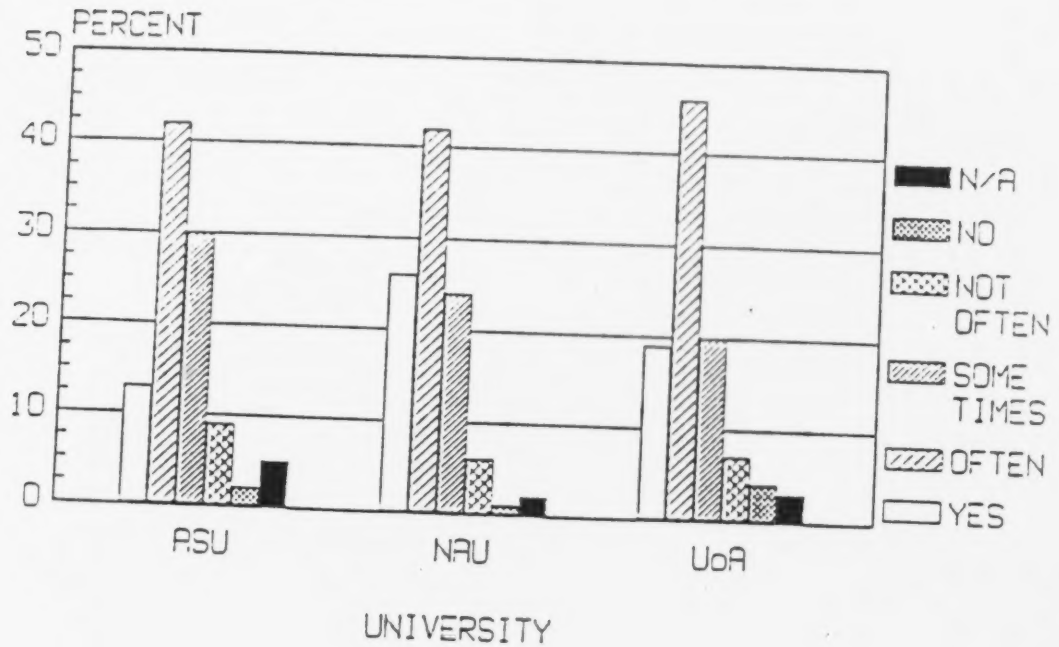
PERSONAL ATTENTION

In general, with regard to personal attention given by faculty and staff (Var 71 & 72), responses of "always and often" were cited most commonly, a bit more for faculty than for staff, with "rarely and never" much less frequently.

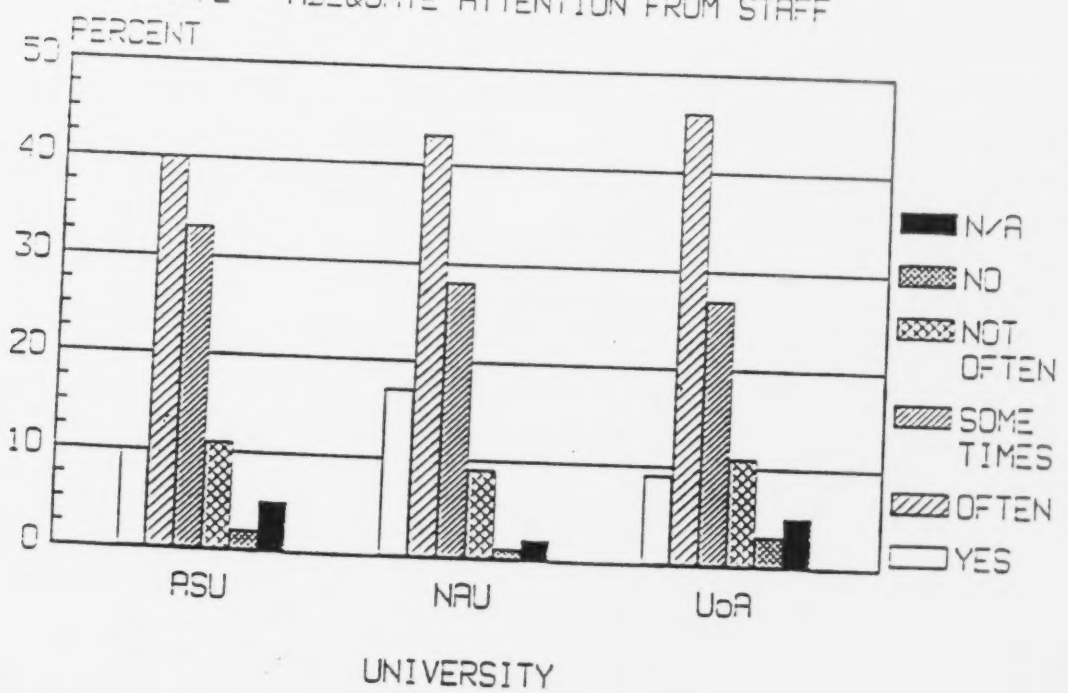

VAR 71 - ADEQUATE ATTENTION FROM FACULTY
PERCENT
60
50
40
30
20
10
0
N/A
NO
NOT OFTEN
SOME TIMES
OFTEN
YES
BLK
WHT
HIS
NAT
ASN
ETHNICITY


VAR 72 - ADEQUATE ATTENTION FROM STAFF
PERCENT
60
50
40
30
20
10
0
N/A
NO
NOT OFTEN
SOME TIMES
OFTEN
YES
BLK
WHT
HIS
NAT
ASN
ETHNICITY

VAR 71 - ADEQUATE ATTENTION FROM FACULTY



VAR 72 - ADEQUATE ATTENTION FROM STAFF



APPENDIX K

SELF - CONCEPT

This series of questions was perhaps the most interesting of the survey with regard to gaining an insight of how the students perceive themselves. The reader is urged to review the questions before reading the responses.

1. With regard to popularity with members of the opposite sex (Var 73), Native Americans and Asians are the least comfortable; Blacks and Hispanics seem to have the most number of friends (Var 74).

2. In response to closeness to family (Var 76), Hispanics are the most dominant group and Blacks the least, with others in between. Asians and Blacks have the largest group who consider themselves below average.

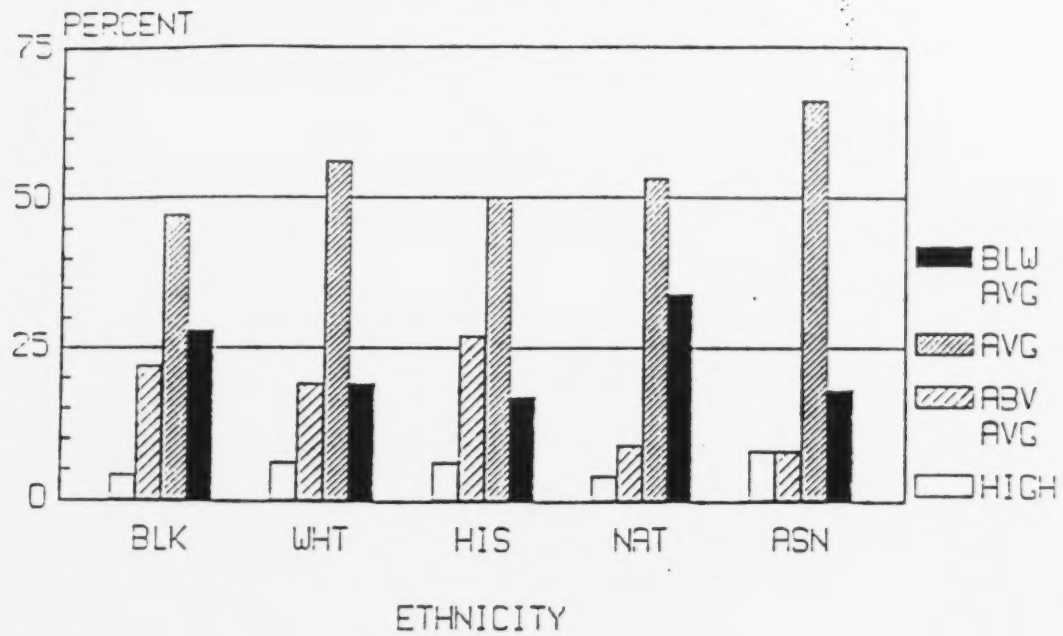
3. With regard to student perception of themselves before their teachers, there is a remarkable difference between evaluation by their high school teachers and evaluation by their university professors, with the former (Var 77) being much higher than the latter (Var 75). The degree of self-concept indicated by Native Americans is the lowest of all groups. Among university professors, the ranking of ethnic groups is Whites, Asians, Hispanics, Blacks and Native Americans in order from highest to lowest. Among universities, the differences in response are inconclusive, but with perhaps evaluation by NAU professors being somewhat higher than UA and both higher than ASU. The data in this chart deserve further study.

4. In response to the students' concept of their physical health (Var 78), Blacks and Native American regard themselves somewhat lower than other groups and ASU students rate themselves highest.

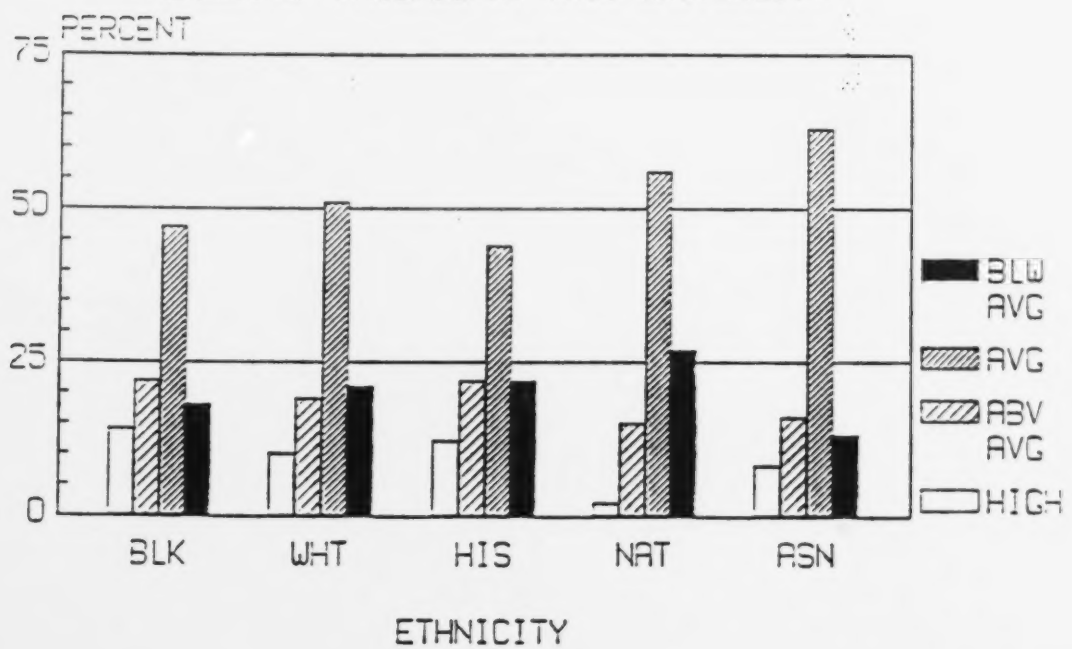
5. In the areas of confidence in social settings (Var 79), Blacks, Whites, and Hispanics are similarly confident with Asians and Native Americans distinctively less so. In leadership ability (Var 80), Blacks and Hispanics are similar with Native Americans distinctly different from these two groups. Interestingly, Asians regard themselves as being more average among their peers than do Native Americans.

   As further indicated earlier, the responses to this question set deserve further study.

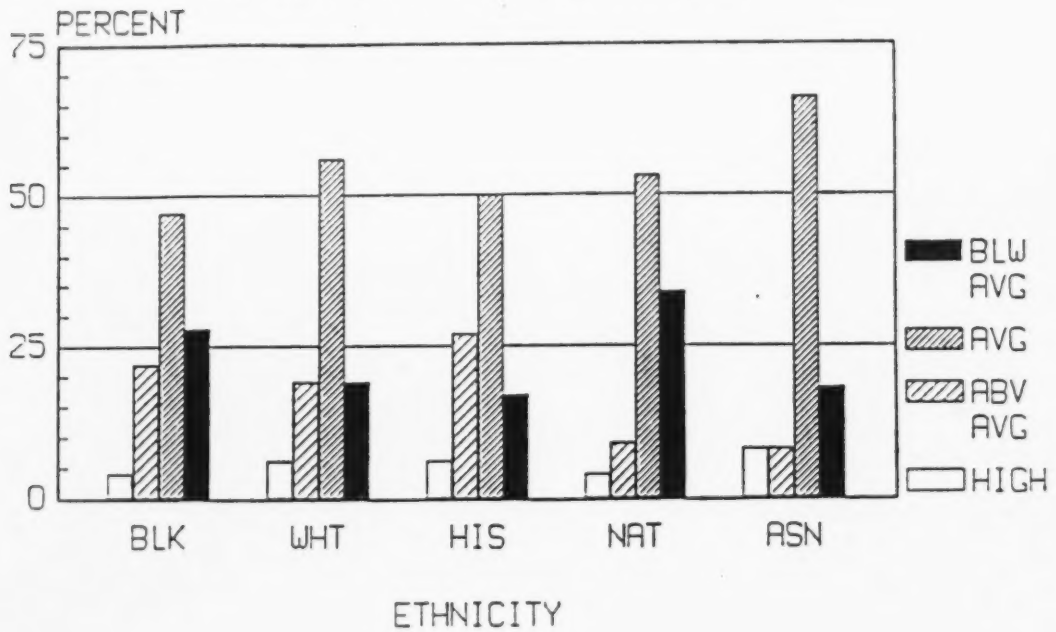
VAR 73 - SELF CONCEPT:
POPULARITY WITH OPPOSITE SEX



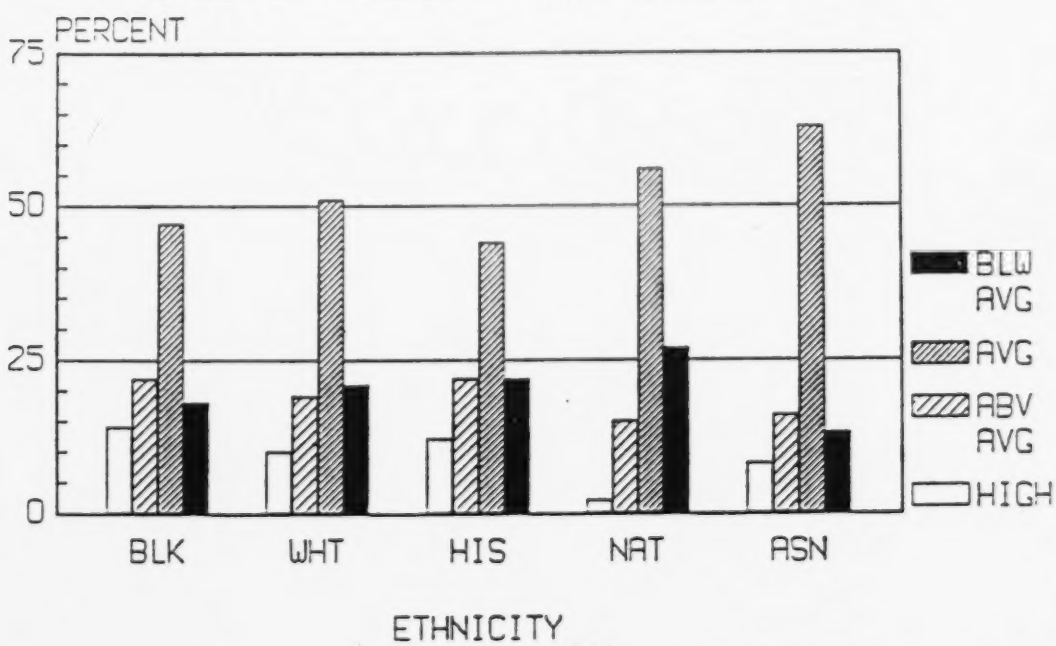
VAR 74 - SELF CONCEPT:
NUMBER OF FRIENDS AT THIS UNIVERSITY



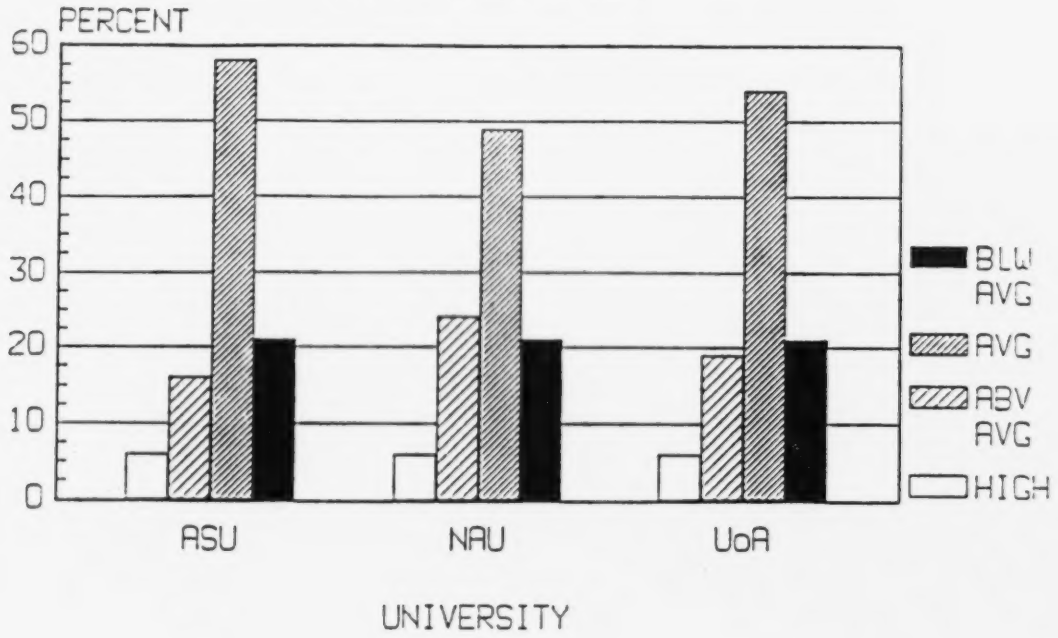
VAR 73 - SELF CONCEPT:
POPULARITY WITH OPPOSITE SEX



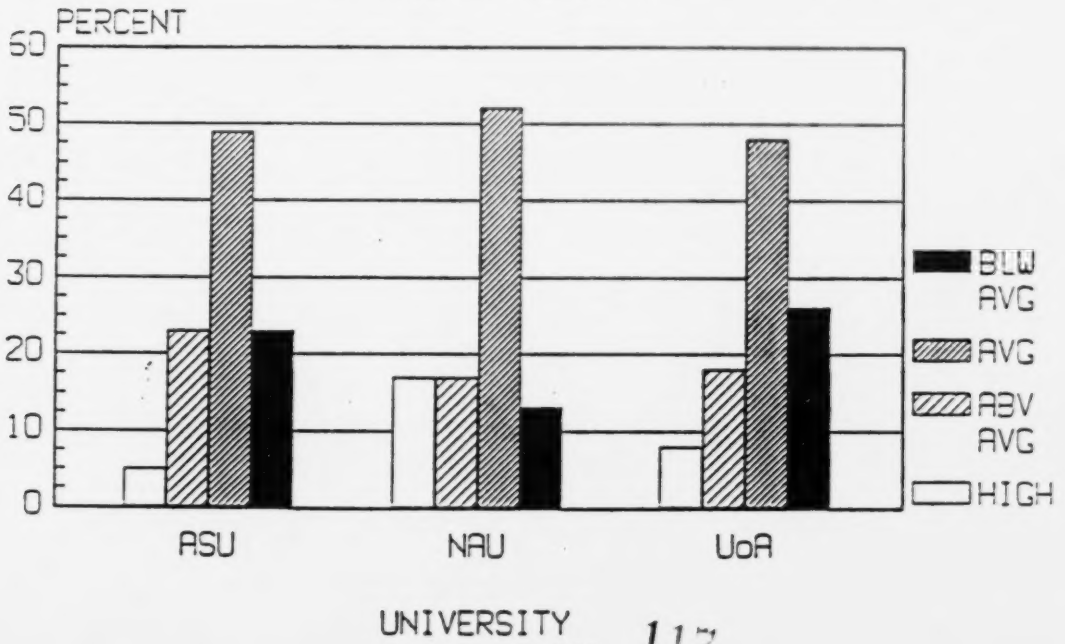
VAR 74 - SELF CONCEPT:
NUMBER OF FRIENDS AT THIS UNIVERSITY



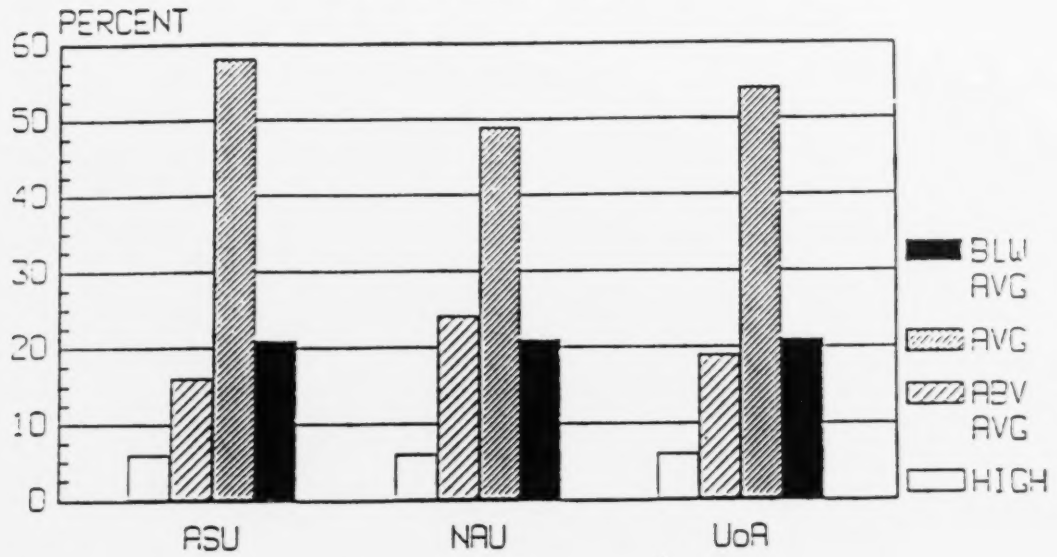
VAR 73 - SELF CONCEPT: POPULARITY
WITH OPPOSITE SEX



VAR 74 - SELF CONCEPT: NUMBER OF FRIENDS
AT THIS UNIVERSITY

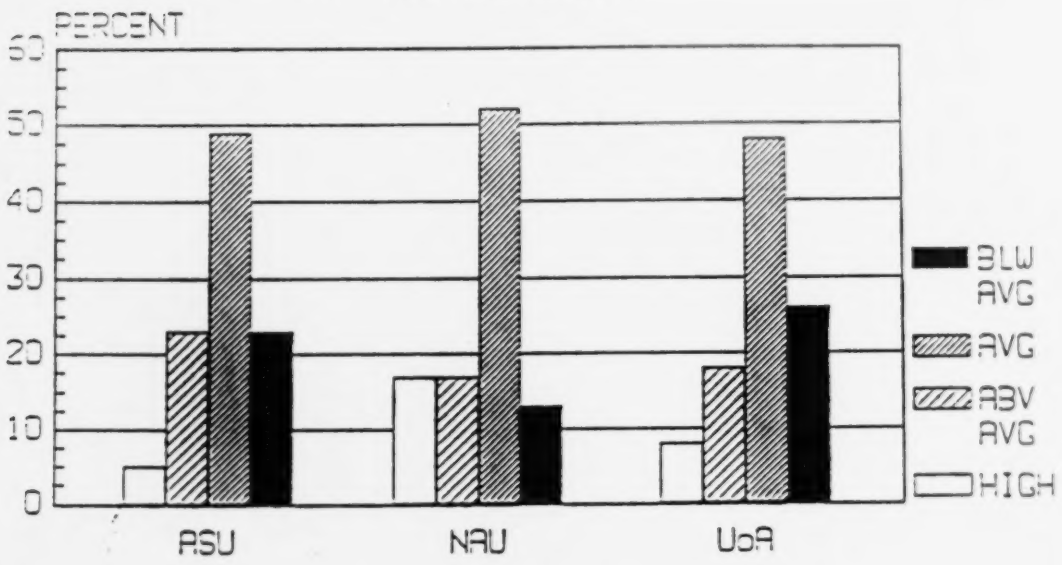


VAR 73 - SELF CONCEPT: POPULARITY
WITH OPPOSITE SEX



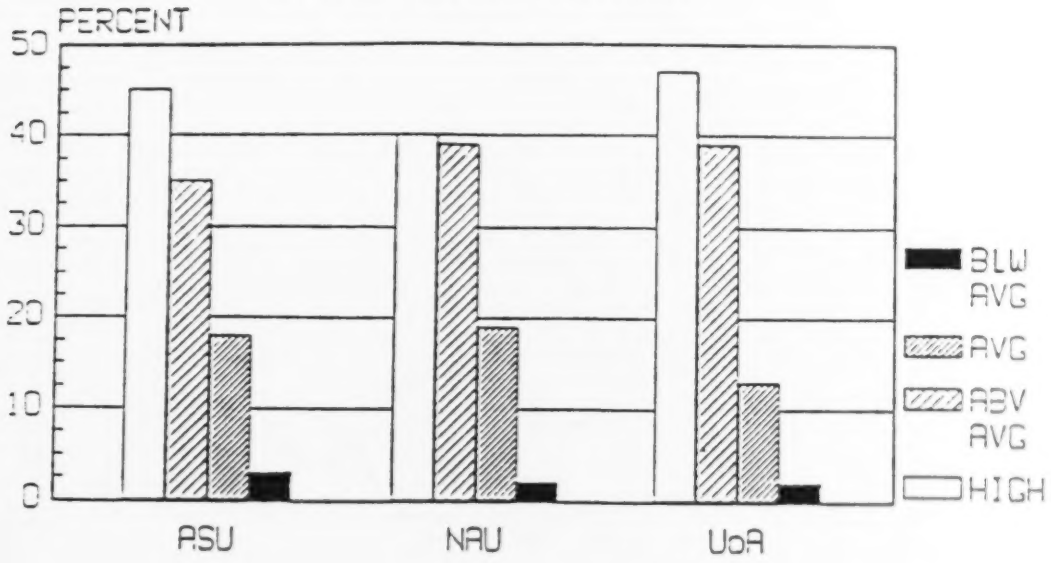
UNIVERSITY

VAR 74 - SELF CONCEPT: NUMBER OF FRIENDS
AT THIS UNIVERSITY

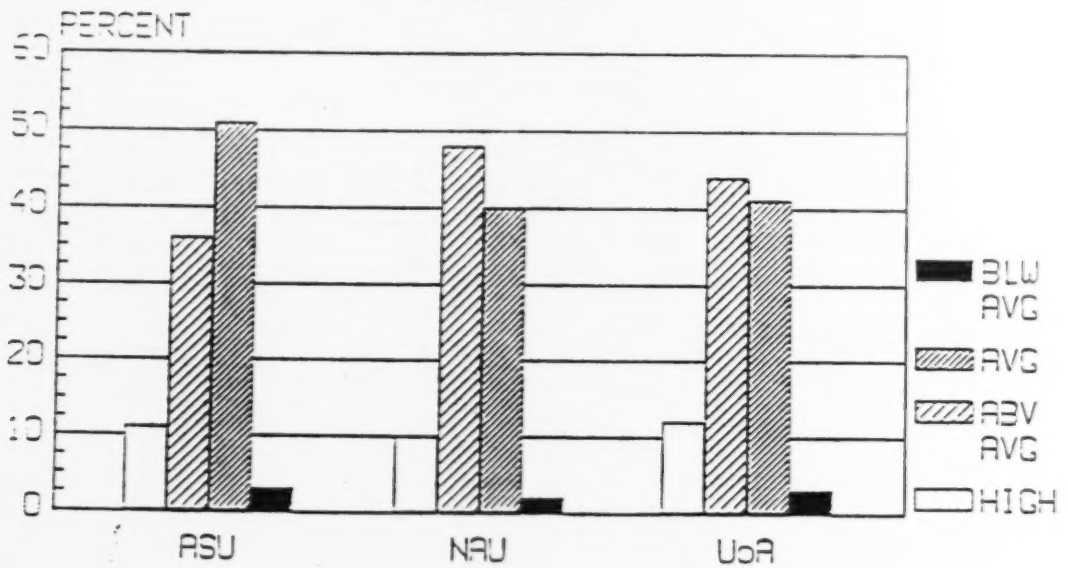


UNIVERSITY

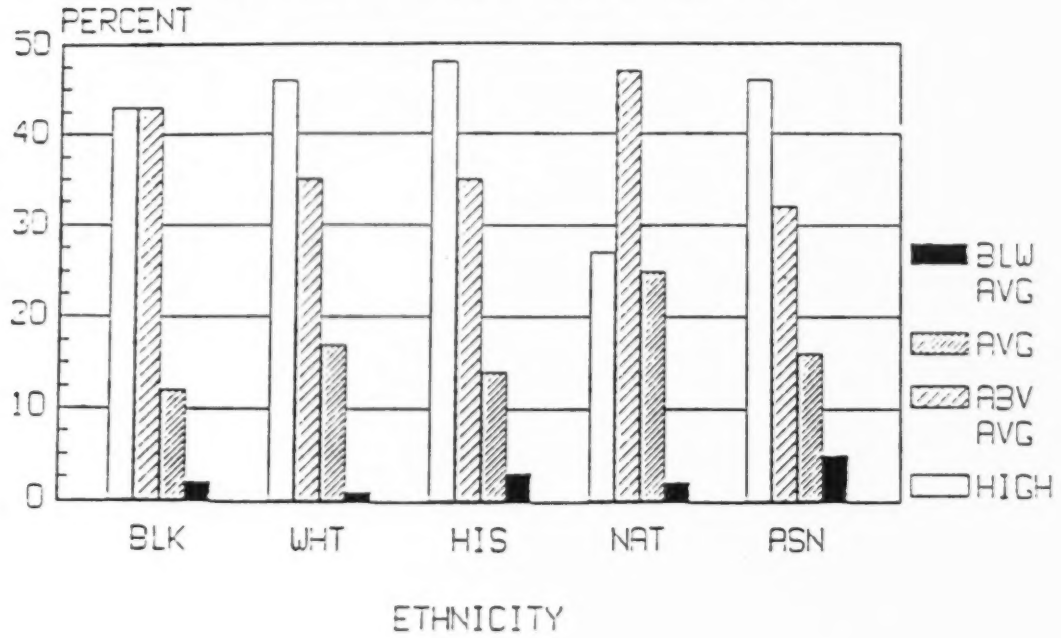
VAR 77 - SELF CONCEPT: EVALUATION
OF HIGH SCHOOL TEACHERS



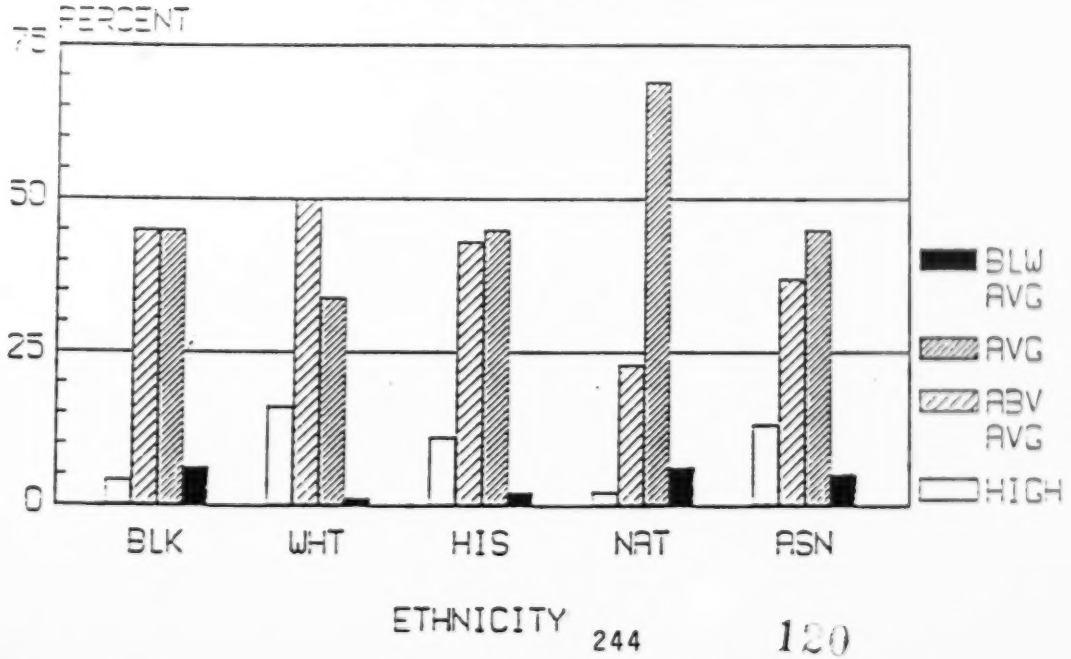
VAR 75 - SELF CONCEPT: EVALUATION
OF PROFESSORS



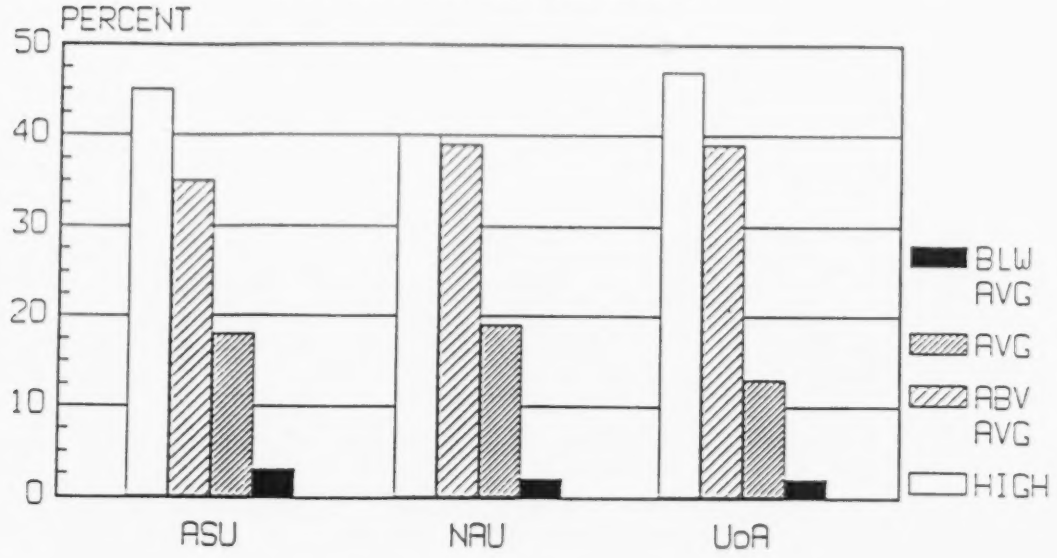
VAR 77 - SELF CONCEPT:
EVALUATION OF HIGH SCHOOL TEACHERS



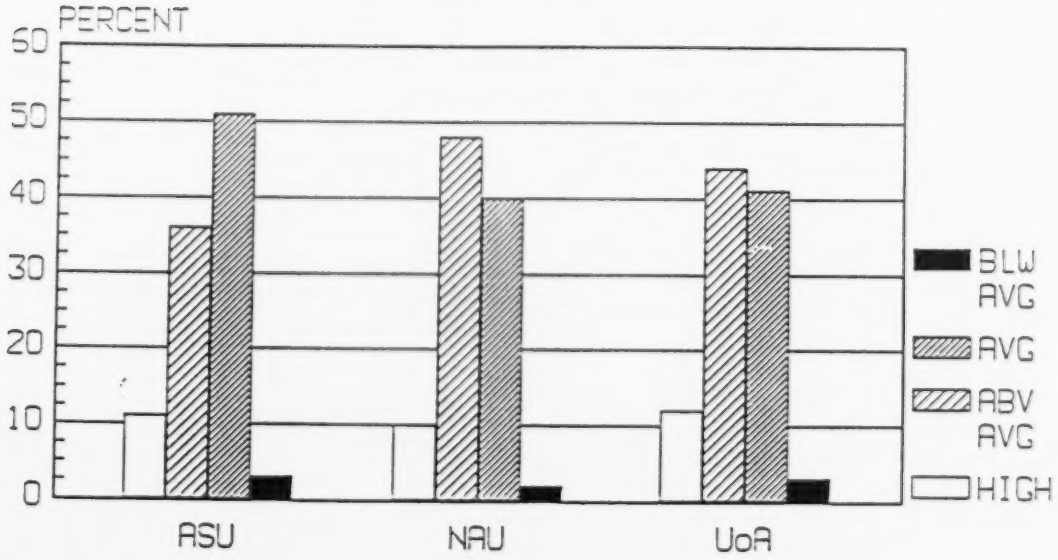
VAR 75 - SELF CONCEPT:
EVALUATION OF PROFESSORS



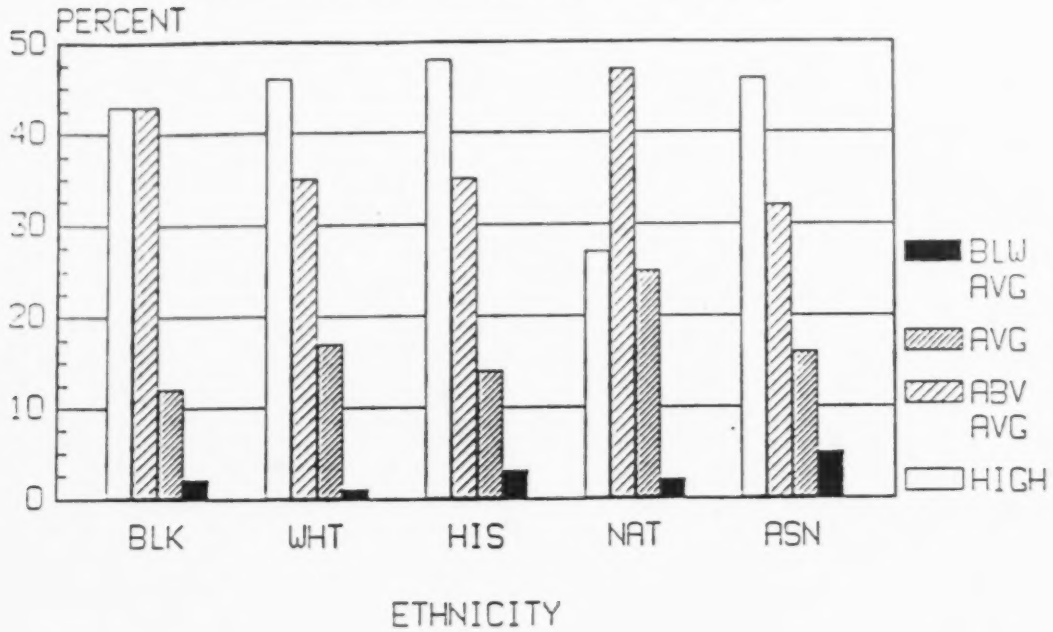
VAR 77 - SELF CONCEPT: EVALUATION
OF HIGH SCHOOL TEACHERS



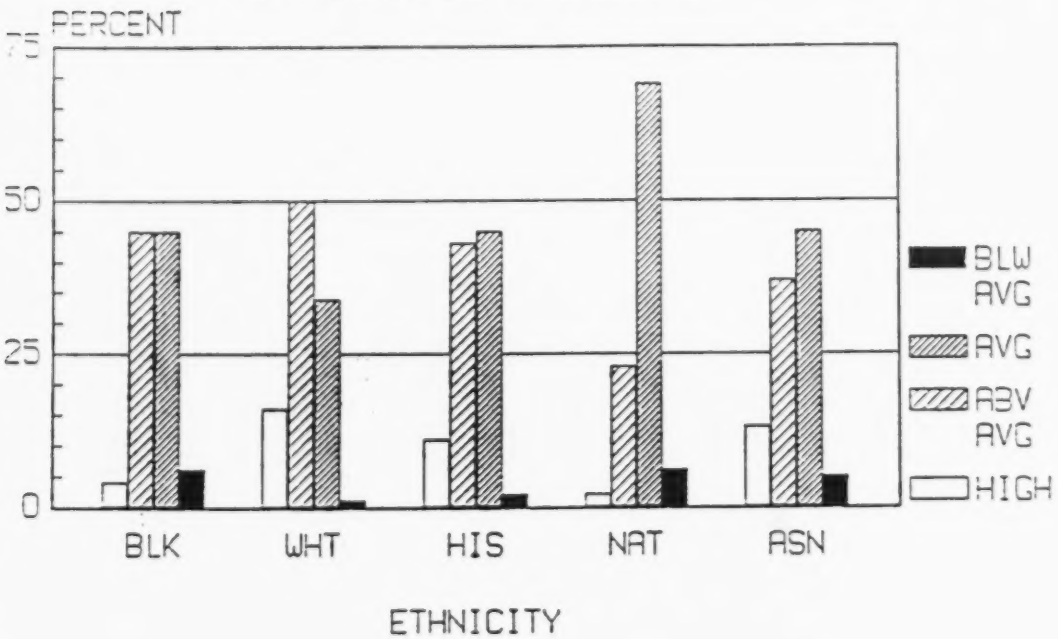
VAR 75 - SELF CONCEPT: EVALUATION
OF PROFESSORS



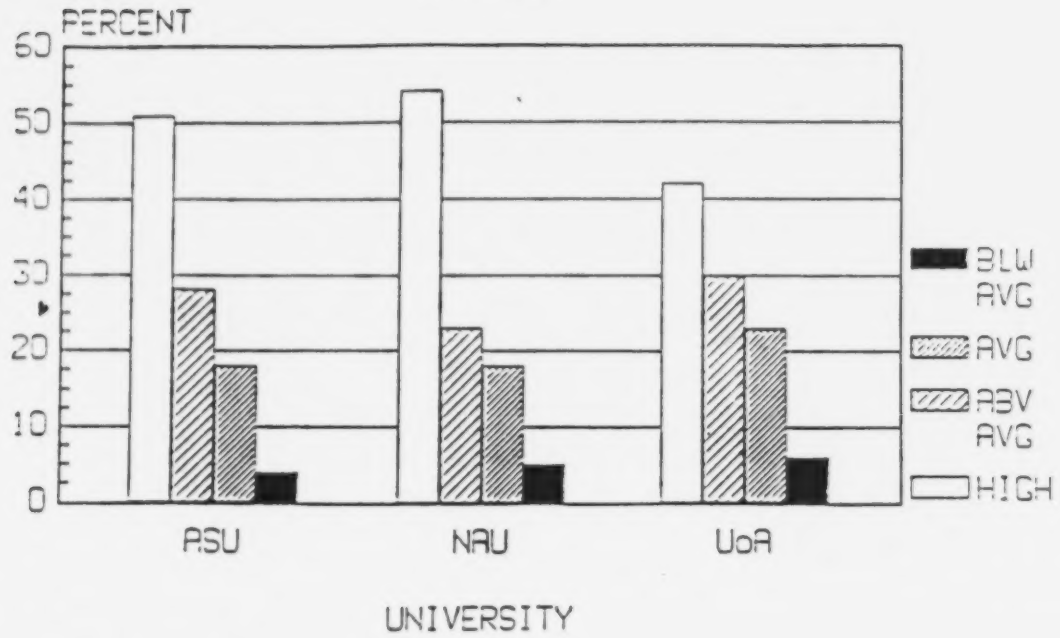
VAR 77 - SELF CONCEPT:
EVALUATION OF HIGH SCHOOL TEACHERS



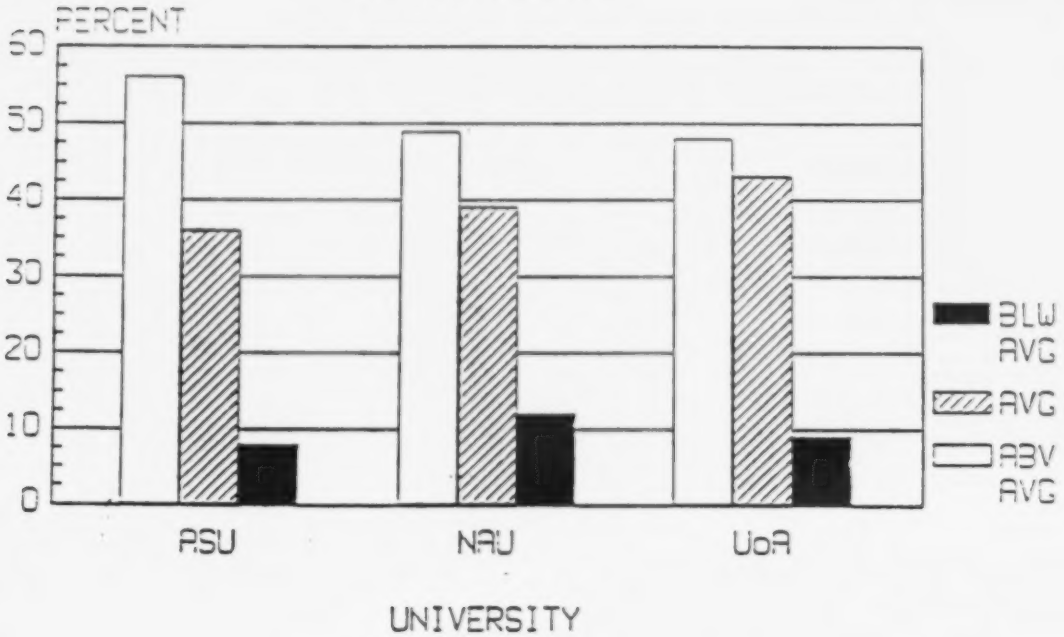
VAR 75 - SELF CONCEPT:
EVALUATION OF PROFESSORS



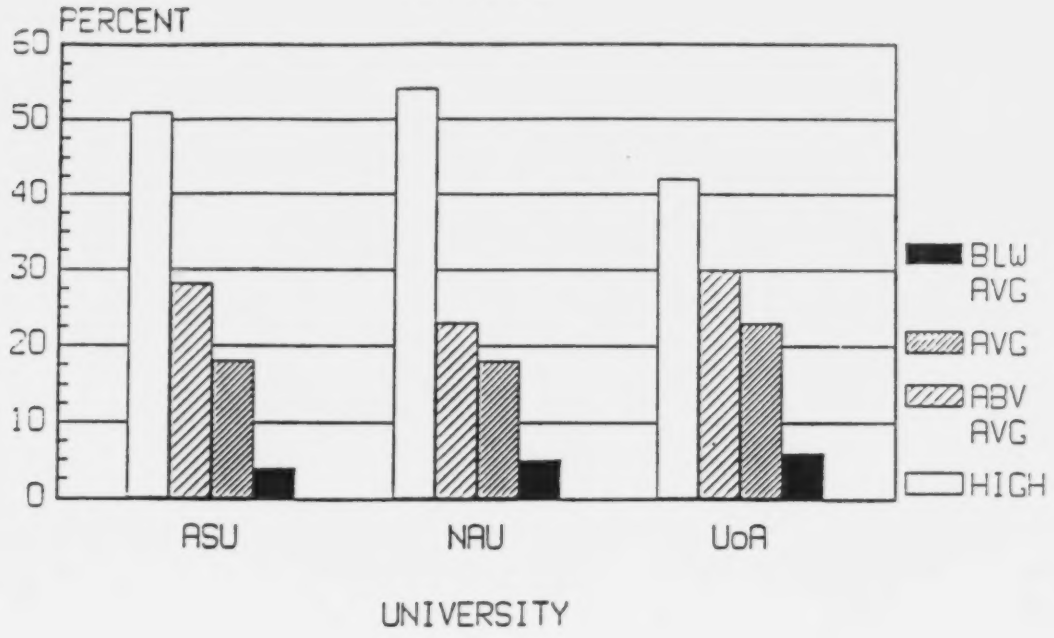
VAR 76 - SELF CONCEPT: CLOSENESS TO FAMILY



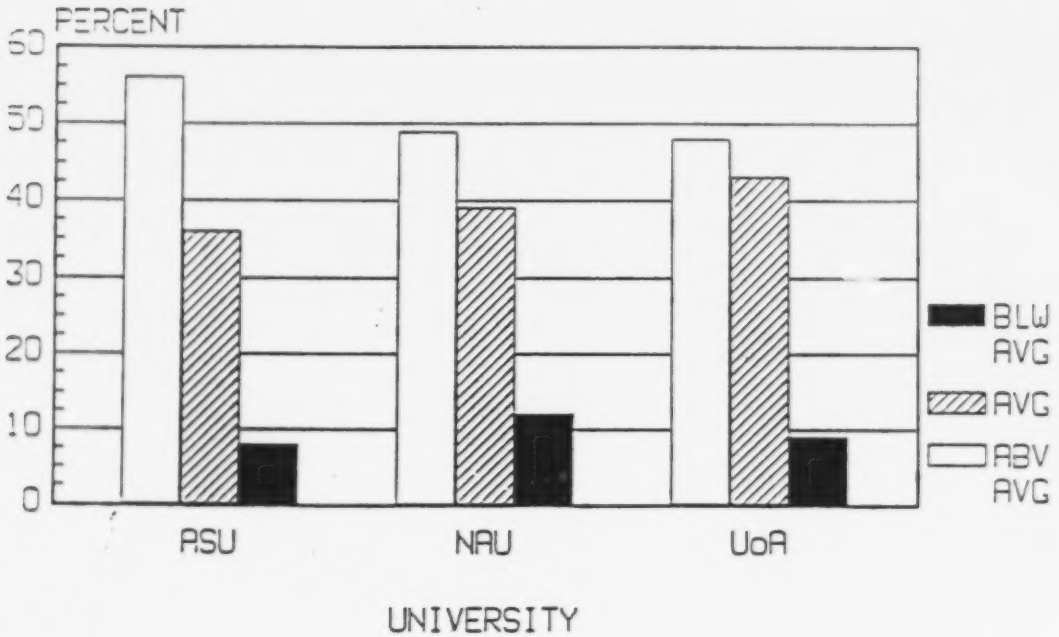
VAR 78 - SELF CONCEPT: CURRENT PHYSICAL HEALTH



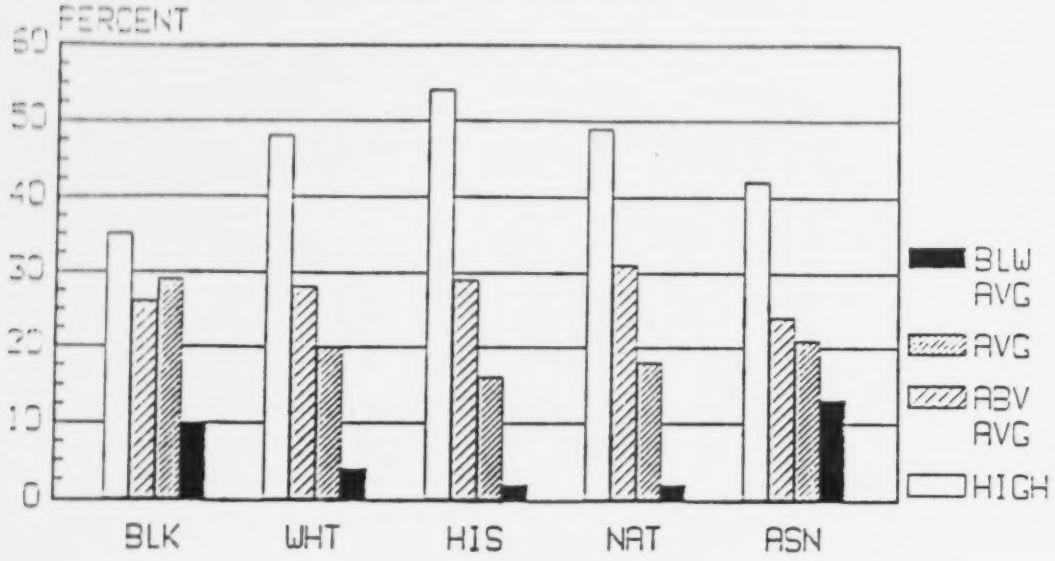
VAR 76 - SELF CONCEPT: CLOSENESS TO FAMILY



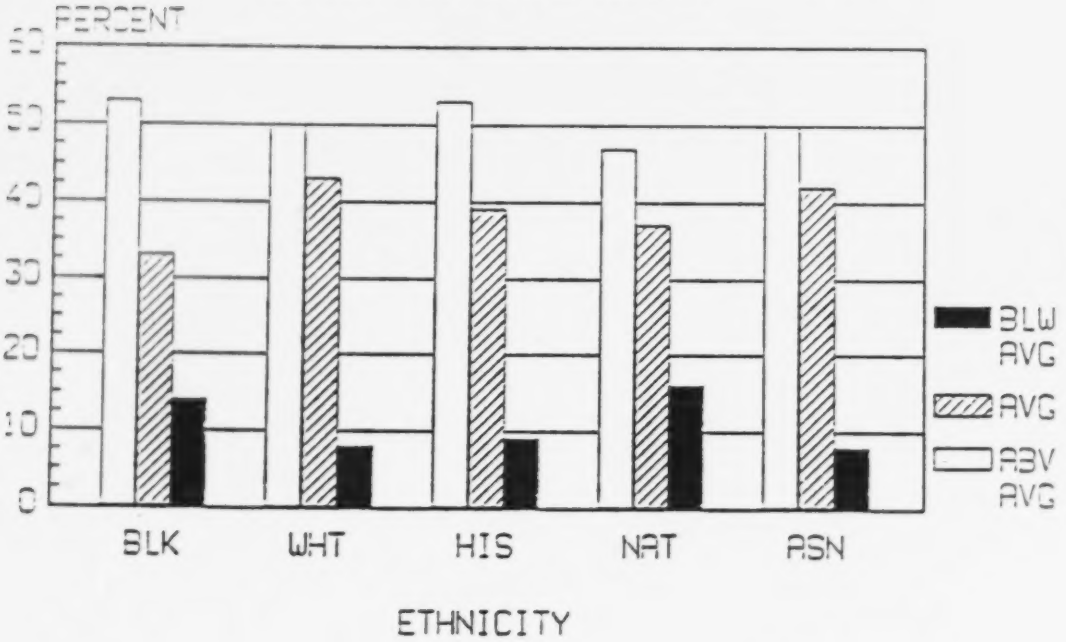
VAR 78 - SELF CONCEPT: CURRENT PHYSICAL HEALTH



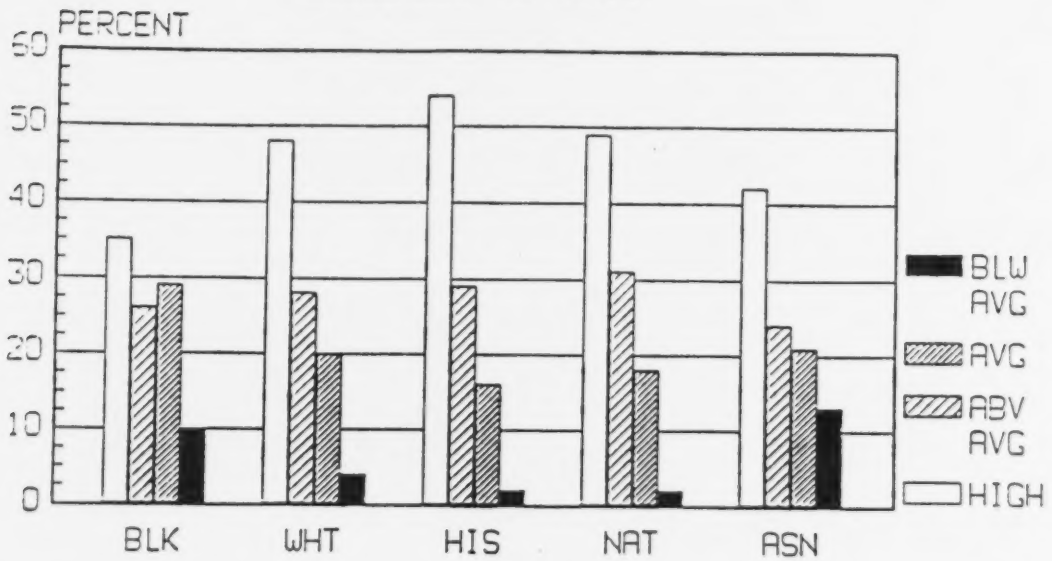
VAR 76 - SELF CONCEPT:
CLOSENESS TO FAMILY



VAR 78 - SELF CONCEPT:
CURRENT PHYSICAL HEALTH

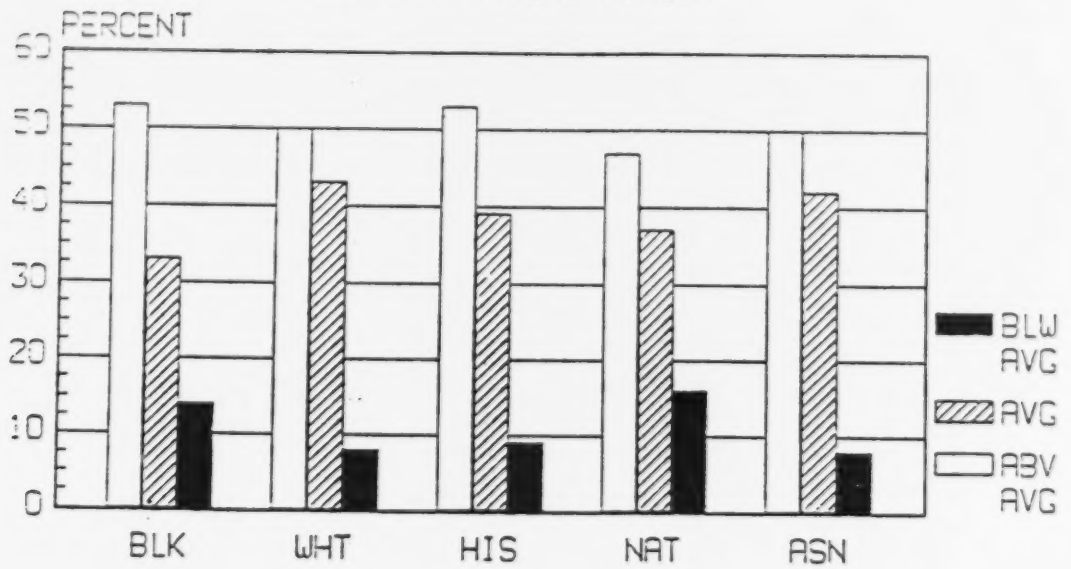


VAR 76 - SELF CONCEPT:
CLOSENESS TO FAMILY



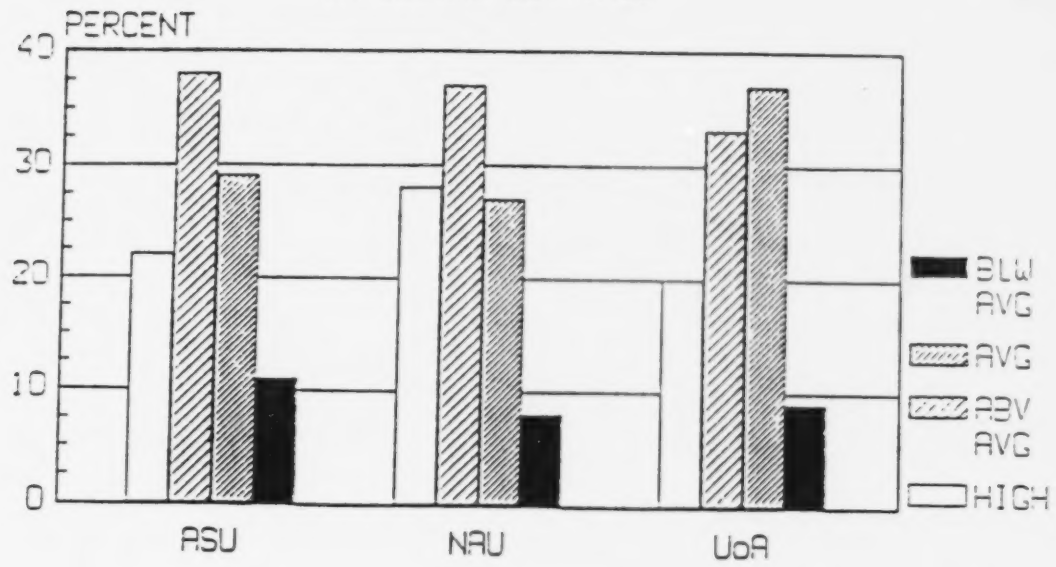
ETHNICITY

VAR 78 - SELF CONCEPT:
CURRENT PHYSICAL HEALTH

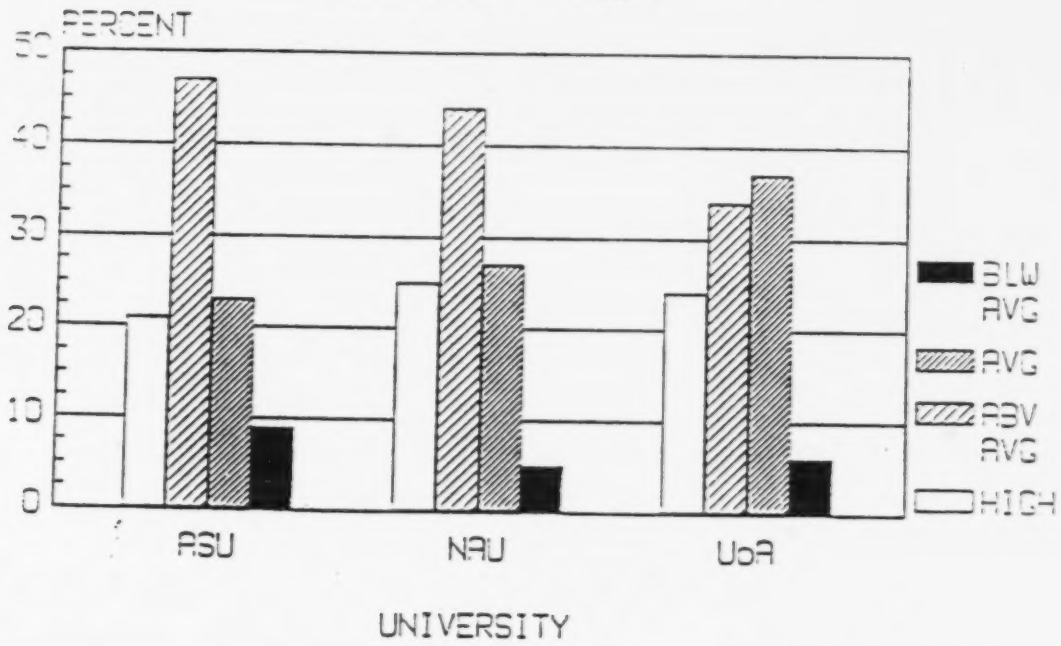


ETHNICITY

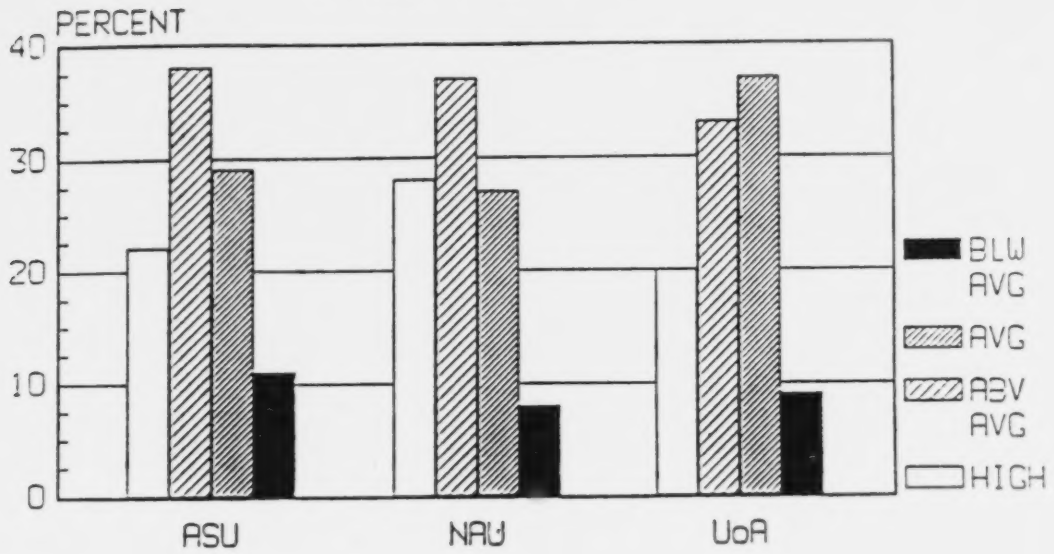
VAR 79 - SELF CONCEPT: SELF-CONFIDENCE IN SOCIAL SETTINGS



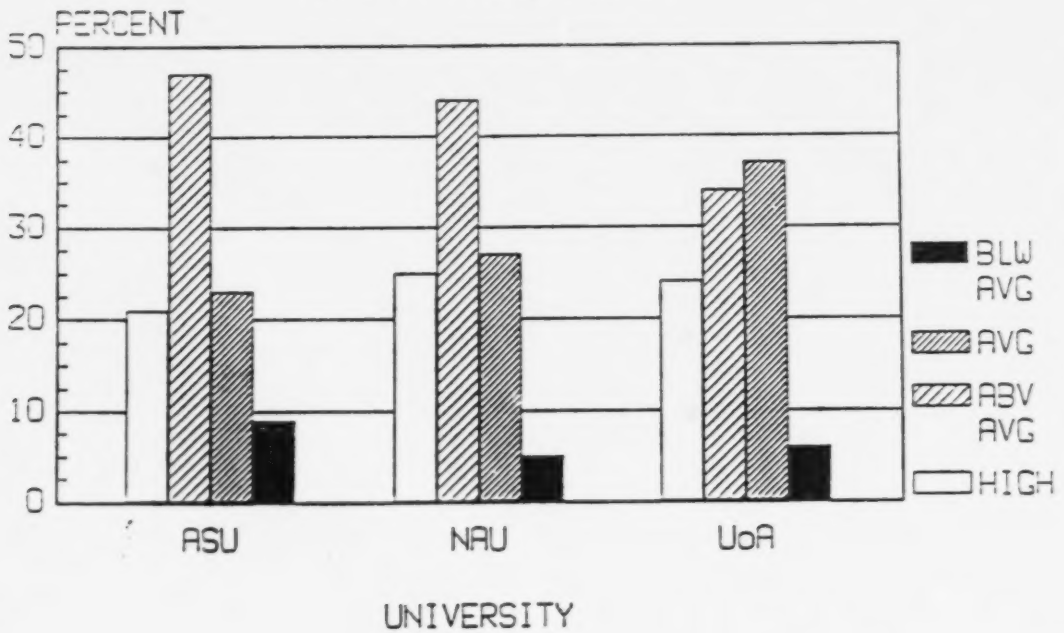
VAR 80 - SELF CONCEPT: LEADERSHIP ABILITY AMONG PEERS



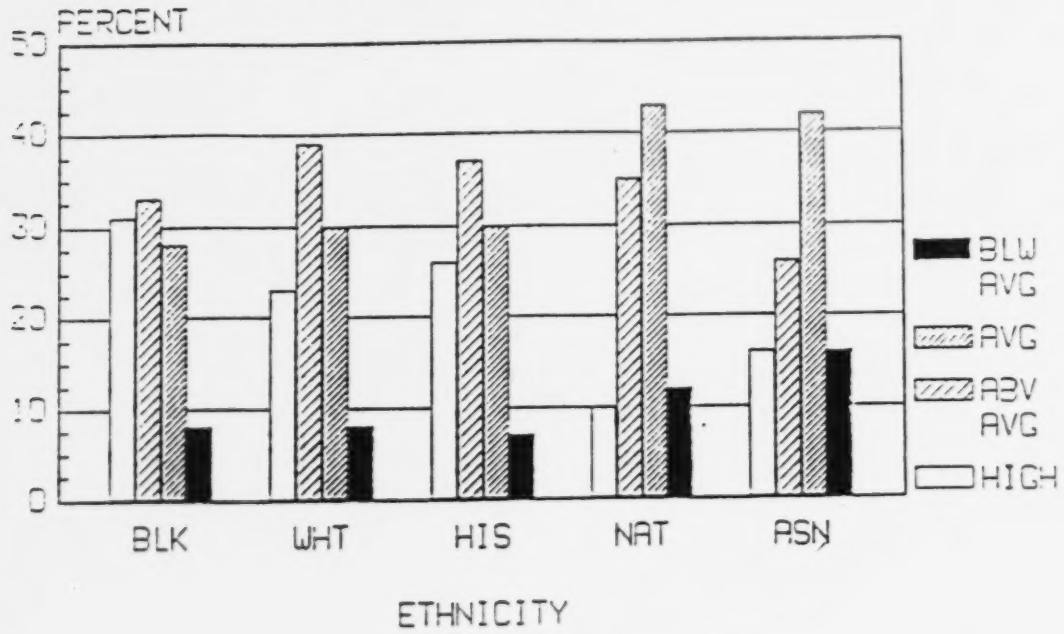
VAR 79 - SELF CONCEPT: SELF-CONFIDENCE IN SOCIAL SETTINGS



VAR 80 - SELF CONCEPT: LEADERSHIP ABILITY AMONG PEERS

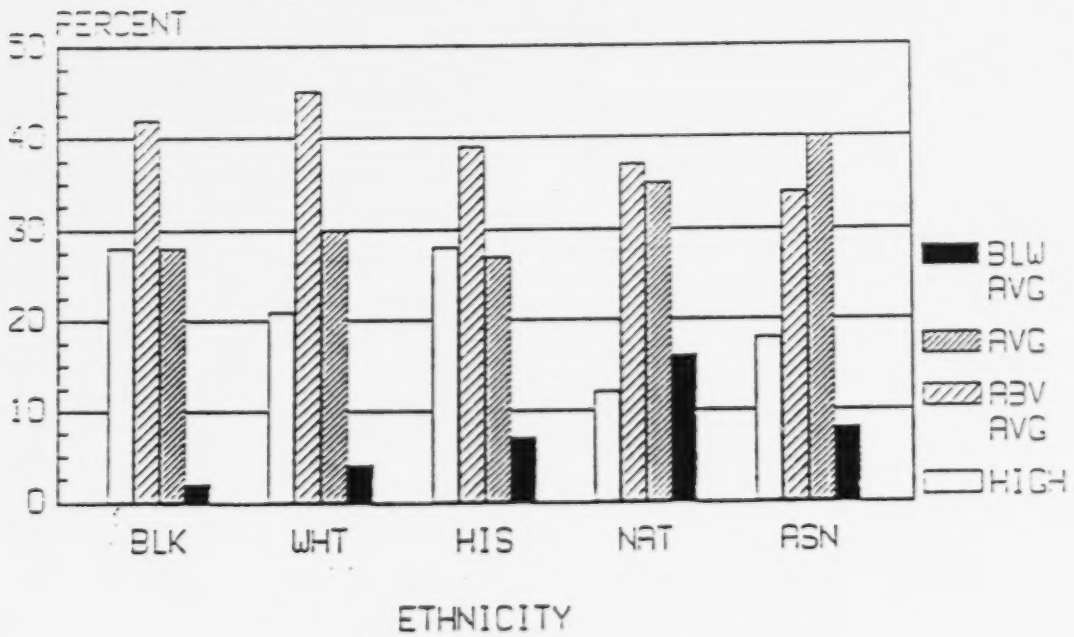


VAR 79 - SELF CONCEPT:
SELF-CONFIDENCE IN SOCIAL SETTINGS



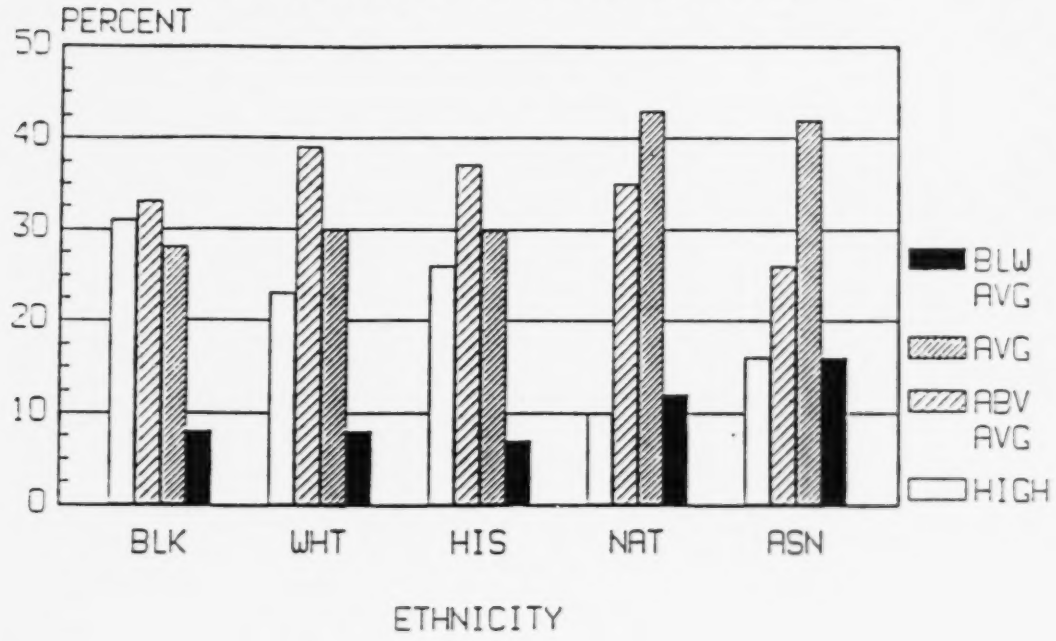
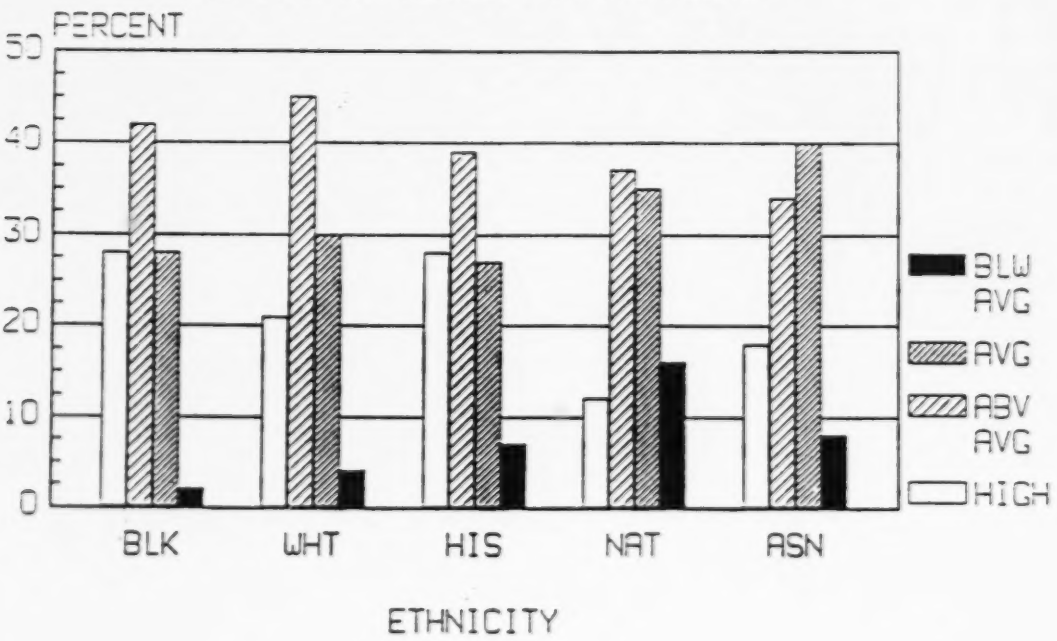
ETHNICITY

VAR 80 - SELF CONCEPT:
LEADERSHIP ABILITY AMONG PEERS



ETHNICITY

VAR 79 - SELF CONCEPT:
SELF-CONFIDENCE IN SOCIAL SETTINGS



VAR 80 - SELF CONCEPT:
LEADERSHIP ABILITY AMONG PEERS